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ABSTRACT

This is the fourth of seven resource units for a twelfth grade course on value conflicts and policy decisions. The topic for this unit is Africa south of the Sahara. The objectives are listed as to generalizations, skills, and values. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. The unit deals with the relationship of these African nations to the cold-war struggle and their historical and cultural importance for American Negroes and for all Americans. Data on Africa presents an opportunity for testing a number of concepts, such as the role of political parties in a democracy, factors for political stability, and the factors of cultural identity for a nation. The unit examines the political, social, and economic problems and systems of three different kinds of countries: independent states dominated by Africans, those dominated by white people, and colonies. An analysis is made of the attempts to obtain more cooperation among the African states, of relations of these countries with non-African countries, and of policy issues and alternatives facing the United States. The teacher's guide is SO 006 331; other units are SO 006 332-334 and SO 006 336-338. (Author/KSM)

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Grade Twelve
Unit: Africa South of the Sahara

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RESOURCE UNIT

SO 006 335

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South of the Sahara

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OBJECTIVES

This unit should make progress toward developing the following:

GENERALIZATIONS

1. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.
   a. Whether or not a country's size provides more advantages or disadvantages depends upon the problems inhabitants face at a particular time, upon their goals, and upon their level of technology.
   b. The significance of location depends upon cultural developments both within and outside the area.
   c. The topography of a region may set up limitations upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.
   d. Obstacles to communication can be social as well as physical; social barriers include language differences, cultural differences, class and caste differences, and ideological differences.
   e. Climate may set up limitations upon man's activities given a specific level of technology, but man has le
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   f. Types of agric
depend upon ma
perceptions, a
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topography.
   g. Man changes th
earth.
   h. Population dis
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   i. Natural resou
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2. Unevenly distribu
form distinctive
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3. Population is dis
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4. Temperature is af
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NERALIZATIONS

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c level of technology, but man has learned to overcome many of the earlier limitations.

f. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.

g. Man changes the character of the earth.

h. Population distribution reflects man's values and his technology as well as climate, topography, and resources of an area.

i. Natural resources are of little value until man acquires the skill and desire to use them.

2. Unevenly distributed phenomena form distinctive patterns on the map.

3. Population is distributed unevenly over the earth's surface; many of the land areas are sparsely populated.

4. Temperature is affected by the distance from the equator, elevation, distance from warm water bodies,

Ocean currents, prevailing winds, physical features which block winds from certain directions, and by air pressure systems.

a. Seasonal variations tend to be less in areas close to the equator.

5. Rainfall is affected by distance from bodies of water, ocean currents, wind direction, air pressure systems, temperature, and physical features which block winds carrying moisture.

   a. Winds which blow over cold water bodies are cooled and tend to pick up moisture when they warm up as they pass over land areas which are hot.

   b. The land in hot regions dries fast as the warm air picks up moisture; therefore, more rain is needed to grow crops or vegetation in these regions than in regions which are not so hot.

6. Vegetation is affected by seasonal variations in precipitation, as well as by the total amount of precipitation.

7. Soil in a particular place is affected by the type of basic rock in the region, the climate, vegetation, erosion, wind, and rivers which move soil, as well as

by how man treats the

8. Nature changes the fac
earth through biotic p

9. Water power may be use
electricity needed to
in factories.

10. A place needs cheap and
portation in order to
trade with other place

    a. Improved transport
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    and bigger markets
    as well as greater
    costly access to r

11. The ability of a count
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a country may be able
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12. Specialization of indi
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interdependence.

    a. People in most soc
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by how man treats the soil.

8. Nature changes the face of the earth through biotic processes.

9. Water power may be used to create electricity needed to run machines in factories.

10. A place needs cheap and rapid transportation in order to carry on much trade with other places.

    a. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.

11. The ability of a country to produce is limited in part by available natural resources, however, a country may be able to acquire resources from other countries by selling goods and services which it can produce.

12. Specialization of individuals, regions, and countries makes for interdependence.

    a. People in most societies depend on people who live in other regions and countries for certain goods and services.

13. Every area on earth contains a

combination of phenomena which share the space of places and regions. Some of these phenomena are closely interrelated, while others merely happen to be there and may have no causal dependence upon the others. Those phenomena which are tied together causally result in places and regions of distinctive character.

14. A given culture is an integrated whole, based on fundamental postulates or values.

15. Although culture is always changing, certain parts or elements persist over long periods of time.

    a. Culture traits may change as a result of diffusion.

        1) Peoples who are in contact with each other are likely to borrow cultural traits from each other. Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.

    b. Culture traits may change as a result of invention from within the society.

    c. Changes in one aspect of culture will have effect
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will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

1) All the institutions in a society are related; because of this interrelationship, changes in one institution are likely to affect other institutions.

d. Some values are conducive to change; some make change difficult.

e. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

f. Certain aspects of the social structure may inhibit marked social change and innovation.

g. Those who try to introduce change will fail if they fail to arouse a feeling that change is needed.

h. Attempts by outsiders to introduce change may fail if the outsiders fail to study the existing culture thoroughly in order to find out the basis for existing practices.

i. The role and status of the innovator is an important variable in analysis of innovation and its acceptance or rejection by the group.

j. Frequently, change introduced from the outside is accepted for a time, with resulting loss of traditional values and conflicts between generations. Later, as members of the society discover that they cannot participate fully in the dominant culture, or as they develop feelings of insecurity, they react by developing nativistic movements to reject the foreign cultural values.

16. All societies have potential conflict among their members and must work out some means of accommodating differences.

    a. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as its labor or wealth.

17. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values.

18. People try to work out
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22. An individual brought u
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23. Rational choice making

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18. People try to work out rationalizations for behavior which is inconsistent with their basic values. Racism is a relatively recent development which has served as a rationalization for discrimination against other races.
    a. People try to work out rationalizations for discrimination against other races.
    b. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

19. Frustration and/or self-hatred or self-doubts may led to apathy.

20. Frustration may lead to aggression.

21. When caught between cross-pressures of norms and values of different groups to which a person belongs, a person suffers emotional strain.

22. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

23. Rational choice making (the seeking

of goals, the assessment of alternatives) is a socially-acquired skill.

24. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

25. Every political decision-maker is dependent on advice, knowledge, information, and political intelligence.

26. A law or policy must be effectuated and applied; in that process the whole decision-making process goes on again.

27. The leadership of any group must try to maintain group cohesion and also organize its strategies and provide intellectual leadership.

28. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

29. Political scientists have long assumed that there are social conditions which a society must meet before it can 'make a go' of demo-

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30. The community dem
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31. One-party systems
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33. Federalism pays g
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can 'make a go' of democracy; they hardly agree on what they are, but most suggest common values, a communication system, a stable society, and a minimum economic well-being.

30. The community demands order and stability--goals which may be incompatible with the demands of individuals.

31. One-party systems tend to develop a competitiveness within the dominant party, but this factional competitiveness lacks the stability and predictability of inter-party competition.

32. Political parties differ by structure and by function.

    a. The relative centralization or decentralization of power within political parties reflects in great part the centralization or decentralization of authority within the political system as a whole.

33. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency, diversity, and competition.

34. The political system needs to enjoy legitimacy if it is to survive.

35. Struggle may bring together otherwise unrelated persons and groups. If conflict abates, coalitions tend to fall apart.

36. There are many causes of revolutions, although different causes may be more important in one revolution than in another.

37. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas, it helps give rise to feelings of nationalism.

38. The world is a community of interdependent countries. Important happenings in one part of the world affect other parts.

39. Military capacity is an important factor in the development of national power, but not the only one or even the dominant one.

    a. National power is affected by resources and industry as well as by military strength.

    b. Nations may pool their power behind common goals in varying systems of alliances and combinations.

40. Foreign policy conside
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41. Every economic system
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42. The fundamental differ
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40. Foreign policy considerations are affected by ideology, consideration of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

    a. The formal distinction between domestic and foreign policy is increasingly unclear.

41. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

42. The fundamental difference between economic systems is in how and by whom basic economic decisions over allocation of resources are made.

    a. In a private enterprise system, the market serves to determine largely what shall be produced, how it shall be produced, how much shall be produced, and who shall get what part of the production.

    b. In some societies neither the government nor a market system is most important in affecting how resources are allocated. Such economic systems are based largely upon tradition, and reciprocal relationships are combined with a market-system.

c. Economic systems are usually mixed with both public and private ownership and with decisions made both by government and by consumers and businessmen.

43. In all societies people have certain economic goals. Although some goals are very much alike, different societies place differing emphases upon them. (People differ in the degree to which they desire freedom of economic choice as a goal of their economic system.)

a. People's ideas about what constitutes an adequate level of living on one hand or poverty on the other, change as average living levels change and as people see what is possible.

44. Living levels in the U.S. are very high compared to those in most countries.

45. At any given time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

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a. Access affects the quality of resources and lack of access or difficulty of access may limit economic development.

b. Economic output is affected by the quality of labor or labor skills as well as the quantity of labor.

   1) The quality of labor is usually increased by education and training.

   2) Malnutrition and illness affects the quality of labor.

c. Output can be increased by technological progress in the development of machines and power to replace manpower.

   1) Capital formation through saving is a major means of increasing an economy's total output over time, because it increases production capacity.

      a) The smaller the productive capacity in relationship to the population, the greater the hardship involved to consumers in making the savings needed to achieve a given growth rate.

d. The organizational structure of the total economy or of any large sector of it, (such as agriculture) affects efficiency of production and output.

   1) Mass production needs mass markets.

46. The transitional stage prior to (economic growth) takeoff sees the growth of factors which upset the traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessmen, create larger markets, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other financial institutions.

SKILLS

1. Attacks problems in a rational manner.

   a. Sets up hypotheses.

   b. Identifies value-conflicts.

   c. Considers alternative course of action.

   d. Considers the relevance of each

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   a. Skims to locate in

3. Gathers information ef

   a. Reads for main ide
   answer questions.

   b. Interprets tables,

   c. Draws inferences f

4. Evaluates information
of information.

   a. Distinguishes betw
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   b. Identifies assumpt
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of the social science disciplines, and uses the types of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.

2. Locates information efficiently.

    a. Skims to locate information.

3. Gathers information effectively.

    a. Reads for main ideas or to answer questions.

    b. Interprets tables.

    c. Draws inferences from tables.

4. Evaluates information and sources of information.

    a. Distinguishes between facts and estimates.

    b. Identifies assumptions and inconsistencies.

    c. Compares sources of information.

    d. Recognizes limitations of data.

5. Uses effective geographic skills.

    a. Compares areas and distances with known areas and distances.

b. Draws inferences from maps.

6. Has a well-developed time sense.

   a. Looks for relationships among events.

7. Organizes and analyzes information and draws conclusions.

   a. Applies previously-learned concepts and generalizations to new data.

   b. Tests hypotheses against data.

   c. Generalizes from data.

   d. Having identified and defined a problem and value-conflicts and having studied the causes of the problem and possible alternative courses of action, he makes his choice among alternatives in terms of which alternative seems most likely to achieve his goals.

8. Works well with others.

   a. Is able to empathize with others.

ATTITUDES

1. Is curious about social data and wishes to read and study further in the social sciences.

2. Is committed to the f
tion of social attitu

3. Values objectivity an
keep his values from
interpretation of ev
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4. Respects evidence eve
contradicts prejudice
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5. Searches for evidence
hypotheses, not just
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6. Evaluates sources of

7. Is sceptical of the
knowledge, considers
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always subject to cha
light of new evidence

8. Values knowledge for
knowledge, as a means
man understand the wo
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able to empathize with others.

s about social data and
read and study further
cial sciences.

2. Is committed to the free examination of social attitudes and data.

3. Values objectivity and desires to keep his values from affecting his interpretation of evidence, although recognizing the important role of values in making decisions about problems demanding action.

4. Respects evidence even when it contradicts prejudices and preconceptions.

5. Searches for evidence to disprove hypotheses, not just to prove them.

6. Evaluates sources of information.

7. Is sceptical of the finality of knowledge, considers generalizations and theories as tentative, always subject to change in the light of new evidence.

8. Values knowledge for the sake of knowledge, as a means of helping man understand the world in which he lives.

9. Is sceptical of theories of single causation in the social sciences.

10. Is sceptical of panaceas.

11. Feels a sense of responsibility for keeping informed about current problems.
12. Values human dignity.
13. Evaluates happenings on the basis of their effects upon individuals as human beings.
14. Desires to protect the rights of minorities.
15. Appreciates and respects the cultural contributions of other countries, races, and relgions.
16. Supports freedom of thought and expression.

CONDENSED OUTLINE OF CONTENT

I. Africa south of the Sahara is of growing importance in world affairs; the
and the struggle between communist and democratic or between democratic a
of non-democratic ideologies make this area of great importance to the wo
U.S.

- A. Africans resent the misconceptions which Americans hold about Africa.

- B. Africa is the ancestral home of a large number of American Negroes, an
cultural influences upon the U.S.

- C. Africa is of growing importance in world affairs.

- D. At the present time both communist and non-communist countries are com
fluence within the new African nations.

- E. Racial problems, poverty, and internal conflicts make Africa ripe for
activity of various kinds. Given the communist-non-communist conflict
a crisis in Africa could easily grow into a wider world conflict.

- F. The U.S. faces serious policy decisions in its relations with Africa,
of our policies will be affected by our domestic affairs as well as b
abroad.

II. Man uses his physical environment in terms of his cultural values, perce
level of technology.

- A. The significance of the location of Africa south of the Sahara has de
large extent upon cultural developments, although the location has be
for climatic reasons.

- B. Africa's coastline, the Sahara Desert, the river system with its many
of physical relief, the diseases in tropical areas, have helped make
to move easily across the continent. However, cultural factors have a
down movement.

CONDENSED OUTLINE OF CONTENT

a south of the Sahara is of growing importance in world affairs; the race issue he struggle between communist and democratic or between democratic and other forms n-democratic ideologies make this area of great importance to the world and to the

ricans resent the misconceptions which Americans hold about Africa.

rica is the ancestral home of a large number of American Negroes, and it has had ltural influences upon the U.S.

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the present time both communist and non-communist countries are competing for in- uence within the new African nations.

acial problems, poverty, and internal conflicts make Africa ripe for revolutionary ctivity of various kinds. Given the communist-non-communist conflict for influence, crisis in Africa could easily grow into a wider world conflict.

he U.S. faces serious policy decisions in its relations with Africa, and the success f our policies will be affected by our domestic affairs as well as by what we do broad.

uses his physical environment in terms of his cultural values, perceptions, and l of technology.

he significance of the location of Africa south of the Sahara has depended to a arge extent upon cultural developments, although the location has been important or climatic reasons.

frica's coastline, the Sahara Desert, the river system with its many rapids because f physical relief, the diseases in tropical areas, have helped make it difficult o move easily across the continent. However, cultural factors have also helped slow own movement.

C. Types of agriculture in a region depend upon a nation's cultural values, pe
and technology as well as upon climate, soils, and physical relief.

D. Africa is a land of low population density; the population distribution is
by elevation, climate and disease, by the potential for economic activities
cultural values.

E. Africa is a land of great diversity of races, tribal and other ethnic group
guages, and religions.

F. Although some of the countries are large, Africa south of the Sahara has be
up into many very small countries which will face serious problems of achie
nomic viability. The number of such small countries may also create interna
instability.

III. Although culture is always changing, certain parts or elements may persist ove
periods of time.

A. Many anthropologists believe today that man had his beginnings in Africa, a
physical differences developed among the people through processes of mutatio
breeding. Certainly the peoples of Africa prior to the coming of the Europe
presented a number of different types.

B. Early African history was characterized by the diffusion and adaptation of
culture traits from Asia Minor and the Middle East and from India and South
Asia as well as by internal invention. The people of Africa south of the Sa
had trade contracts with other peoples for thousands of years before the be
of the explorations in the Age of Discovery.

C. The peoples of Africa established a number of powerful kingdoms and empires
to the coming of the white men during the period of exploration. These king
developed their cultures through both diffusion and invention.

D. The coming of the Europeans for trade, particularly for the slave trade, b
many changes to Africa. Part of the difficulties arising from the slave tra
in the different perceptions of slavery held by Africans and Europeans.

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to Africa. Part of the difficulties arising from the slave trade were
rent perceptions of slavery held by Africans and Europeans.

E. Traditional Africa, prior to the coming of the colonizers, differed grea culture of Western Europe. However, some aspects were similar, partly be diffusion which had taken place throughout the Mediterranean world. Many traits have persisted from earlier times.

F. It was not until the late 19th century that Africa was divided up into c the European powers; the boundaries divided many of the tribal groups.

G. The different colonizing powers treated their colonies differently, and also differed in the degree to which white people came to settle. Coloni brought many changes to Africa, although the original peoples maintained their earlier culture.

H. World War II gave great impetus to a movement for independence which comb growing nationalism, a reaction against colonial treatment, and the spre of freedom in part from the western world. Independence was achieved la a peaceful manner, but some bloody situations evolved. Not all of Afric dependent as yet.

IV. Africa south of the Sahara is divided into independent countries controlled Africans, independent countries controlled by white minorities, and countri remain under colonial rule. Each type of country faces some problems which throughout Africa.

A. The newly independent countries controlled by the Africans face the seri problem of creating a nation out of the diverse elements in the populati as problems of an economic and social nature.

B. South Africa is better off economically than the other African countries adopted very restrictive racial policies which may eventually lead to a explosion.

C. The Portuguese, British, and South Africans have different reasons for t maintain control over their remaining colonies in Africa.

V. There is a strong movement for closer relations among the African countries itional Africa, prior to the coming of the colonizers, differed greatly from the ure of Western Europe. However, some aspects were similar, partly because of the usion which had taken place throughout the Mediterranean world. Many cultural ts have persisted from earlier times.

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Portuguese, British, and South Africans have different reasons for trying to tain control over their remaining colonies in Africa.

s a strong movement for closer relations among the African countries and for non-alignment in the Cold War struggle; however, Sub-Saharan Africa is a potential for conflict among the world powers.

A. There have been strong Pan-African movements of a variety of types since ind dence movements began in Africa.

B. African countries have adopted a policy of non-alignment; they have tried to from both sides of the Cold War while at the same time not taking sides in t War conflict.

C. Both the Soviet Union and Communist China have granted economic aid and advi have tried to spread communism in Africa.

D. The African countries have become important in the U.N. both because of thei power and because issues related to Africa have created serious problems to solved.

E. The U.S. faces many value-conflicts as it tries to determine its policies wh fect Sub-Sahara Africa.

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OBJECTIVES	OUTLINE OF CONTENT
G. The world is a community of interdependent countries. Important happenings in one part of the world affect other parts. G. Conflict may be over non-economic goals. A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS. A. IS CURIOUS ABOUT SOCIAL DATA AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.	I. Africa south of the Sahara is of portance in world affairs; the ra the struggle between communist an or between democratic and other f democratic ideologies make this a importance to the world and to th A. Africans resent the misconcept Americans hold about Africa.
G. Cultural traits may change as a result of diffusion.	B. Africa is the ancestral home c number of American Negroes, ar had cultural influences upon t

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OUTLINE OF CONTENT

I. Africa south of the Sahara is of growing importance in world affairs; the race issue and the struggle between communist and democratic or between democratic and other forms of non-democratic ideologies make this area of great importance to the world and to the U. S.

   A. Africans resent the misconceptions which Americans hold about Africa.

   B. Africa is the ancestral home of a large number of American Negroes, and it has had cultural influences upon the U. S.

TEACHING PROCEDURES

MATERIALS

1. Give pupils a word association test in which they are asked to write down the first ten words they think of when you write "Africa" on the chalkboard. Tabulate the results. The chances are that these words will indicate that the pupils hold a number of stereotypes about Africa. Point out that some are stereotypes and not accurate pictures of Africa.

   Discuss: Why do you think many Africans resent the fact that so many Americans hold such views of their countries? Quote the African students who indicated this as one of their criticisms of America.

2. Or give pupils a pre-test to find out what misconceptions they hold about Africa. Then discuss the same question as in activity 1.

3. Have several pupils prepare a bulletin board showing "Stereotypes About Africa" on one side and "The Reality" on the other side.

4. Ask: Which countries in the world do you think have the most Africans or people of African descent? Point out that the U. S. has more citizens of African descent than any country but Nigeria. Say: Just as we studied Western Europe in the eleventh grade in part because of our cultural heritage from that part of the world, many Americans are concerned about Africa because of its relationship to the many Negroes in this country.

5. Try to have pupils identify some of the culture traits

S. Compares areas and distances with known areas and distances.

C. Africa is of growing importance
affairs.

1. Africa is over three times as
the U. S. Although the popula
very small, the area has the
for growth and will become of
and greater significance in w
and to the U. S. in the comin
Africa is not now an importan
of the U. S., but it could be
as the population grows and i

S. Sets up hypotheses.

as and distances with and distances.

theses.

C. Africa is of growing importance in world affairs.

1. Africa is over three times as large as the U. S. Although the population is very small, the area has the potential for growth and will become of greater and greater significance in world affairs and to the U. S. in the coming years. Africa is not now an important customer of the U. S., but it could become one as the population grows and incomes rise.

from Africa which have influenced American life. Have pupils begin such a list and expand it during the course of the unit.

6. Have pupils measure the east-west and north-south distances across Africa south of the Sahara and compare them with such distances in the U. S. Have them do this by using a string on a globe. Ask: How does the east-west distance across Africa compare with the east-west distance across the U. S.? How does the north-south distance across Africa south of the Sahara compare with the north-south distance across the U. S.?

Globe and stri

7. Project an overlay map showing a map of the U. S. on top of a map of Africa south of the Sahara. Now place a map of North America on top of Africa south of the Sahara. Ask: How does this area south of the Sahara compare in size with the area of the U. S.? North America?

Or have a pupil prepare a graph to compare the area of Africa south of the Sahara with the area of the U. S., North America, and Europe.

Make from equa

For a single m
placed across
Great Decision
40. Or get tra
Miliken's Map
Africa, map 2.

For single map
Am. on Africa,
and Steel, Tro
Today, opp. p.

8. Project two student-made pie charts showing the percentage of world land in Africa and the percentage of the world's population in Africa. Discuss: Why do you think the population is so small compared to the land size? Since the population is so small, does the future

For figures, s

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Globe and string.

Make from equal-area map.

For a single map of the U. S. placed across Africa, get Great Decisions, 1966, p. 40. Or get transparency in Miliken's Map Bulletins of Africa, map 2.

For single map showing N. Am. on Africa, see Kimble and Steel, Tropical Africa Today, opp. p. 1.

For figures, see Almanacs.

G. The ability of a country to produce is limited in part by available natural resources.

G. National power is affected by resources and industry as well as by military strength.

G. People in most societies depend on people who live in other regions and countries for certain goods and services.

G. Specialization of individuals, regions, and countries makes for interdependence.

G. Every area on earth contains a combination of phenomena which share the space of places and regions. Some of these phenomena are closely interrelated, while others merely happen to be there and may have no causal dependence upon the others. Those phenomena which are tied together causally result in places and regions of distinctive character.

G. The significance of location depends upon cultural developments both within and outside the area.

2. Africa has rich mineral resourc
are needed by industrial countr
U. S. resources dwindle, Africa
come an even greater source of
for the U. S.

3. Africa is of strategic military

a country to produce
art by available
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is affected by re-
ustry as well as
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societies depend on
in other regions and
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of individuals, re-
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e of location depends
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the area.

2. Africa has rich mineral resources which are needed by industrial countries; as U. S. resources dwindle, Africa will become an even greater source of minerals for the U. S.

3. Africa is of strategic military importance.

of Africa need to concern us? Why or why not?

9. Project a table or a graph showing mineral resources in Africa. Also project a table showing American imports of such minerals. Discuss: Why may our need to import such minerals grow? What would be the effect on the U. S. if the communist countries got control over these resources?

Use as current da
possible.

10. Have pupils look at a world map. Ask: Why do you think this unit will focus upon only Africa south of the Sahara instead of on the continent as a whole? (Review what pupils learned in the junior high school about the culture area of North Africa.) Why is Africa of strategic importance to the U. S. and to Europe? Although Egypt and the Suez Canal and the rest of North Africa may be of more strategic importance in some ways, why would it be militarily dangerous to the U. S. and Europe if the rest of Africa were to fall under communist domination?

World map.

11. Ask: How many of you had relatives who served in North Africa during World War II? Ask these students who did

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ca. Also project a table showing American im-
f such minerals. Discuss: Why may our need to
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Use as current data as possible.

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World map.

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during World War II? Ask these students who did

G. National power is affected by many factors other than military strength. (Nations may pool their power behind common goals.)

G. Living levels in the U. S. are very high compared to those in most countries.

S. Sets up hypotheses.

A. IS CURIOUS ABOUT SOCIAL DATA.

G. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

4. Africa's rising nationalism, r
against colonialism, and indep
movement have led to the creat
many new nations which now hol
bership in the U. N., each wit
The members now hold a strong
block in the U. N.

D. At the present time both communis
communist countries are competing
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lized values, the
nd the experiences
making the decision.

4. Africa's rising nationalism, reaction against colonialism, and independence movement have led to the creation of many new nations which now hold membership in the U. N., each with one vote. The members now hold a strong voting block in the U. N.

D. At the present time both communist and non-communist countries are competing for influence within the new African nations.

to find out why Africa was considered important militarily during that war. If no one had a relative serving in North Africa, have a student look up and report on the military importance of Africa during that war.

12. Have pupils compare two maps, one a political map of Africa in 1945 and one a political map of Africa today. Ask: What do you notice about changes which have taken place?

    Put on the chalkboard figures for the number of African members of the U. N. in 1945 and the number today. Ask: Why is this growth in numbers important for the U. S.?

Political Maps of
1945 and today.

Goldschmidt, *The
States and Afric*
Check current fi

13. Place on the chalkboard a series of figures on per capita income in different African states and on life expectancy rates or infant mortality rates in such states. Then place other figures on the board or show the table showing the richness of African mineral resources.

    Discuss: Why do you think this poverty exists in a continent which has such rich resources? Let pupils set up hypotheses. Also discuss: What effects do you think the poverty might have upon political developments within the African countries? Upon their relations with the rest of the world?

See Woddis, Afri
Roots of Revolt,
213, and others.

Also see as curr
as possible.

14. Quote Woddis to the effect that the history of Africa has been "a history of robbery--robbery of African manpower, its mineral and agricultural resources, and its land." Suggest that pupils try to decide whether this statement is a good summary of African history as they study what happened in Africa in the past. They should also try to decide whether it is a good descrip-

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Political Maps of Africa, 1945 and today.

Goldschmidt, The United States and Africa, p. 5. Check current figures.

See Woddis, Africa, The Roots of Revolt, pp. 210, 213, and others.

Also see as current data as possible.

G. Political conflict may be over economic or non-economic goals.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

A. IS CURIOUS ABOUT SOCIAL DATA.

G. There are many causes of revolutions, although different causes may be more important in one revolution than in another.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

E. Racial problems, poverty, and inter
flicts make Africa ripe for revolut
activity of various kinds. Given th
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E. Racial problems, poverty, and internal conflicts make Africa ripe for revolutionary activity of various kinds. Given the communist-non-communist conflict for influence, a crisis in Africa could easily grow into a wider world conflict.

tion of the present-day situation.

Discuss: If this statment is accurate, how is it likely to affect the African situation in the coming years? Suppose it is not accurate. Does this make any difference if the African people believe it is true? Why or why not?

15. Tell pupils just briefly about the communist charges of neo-colonialism against the U. S. Quote Brezezinski on the advantages which the communists face in a discussion of colonialism. Discuss: What possible problems does this charge or the anti-colonial feelings of Africans pose for the U. S.? Have pupils discuss possible courses of action which U. S. might take. Postpone thorough discussion until the end of unit.

Bezezinski, Africa
Communist World, p.

Now put figures on the chalkboard for results of a poll of African students from French-speaking states in 1962 on the kind of economic system which they would like to see in their own countries. Discuss the implications of the results which showed such favorable responses to a Soviet model of economic system.

Brezezinski, p. 207

16. Read aloud the paragraph from Sterling describing the communist operations which were uncovered in Ghana after the 1966 revolt.

Sterling, "Ghana Ge
Second Chance," p.

17. Put figures on the chalkboard to show the overwhelming number of African people as compared to white people in some of the countries such as South Africa. Then mention just one or two of the kinds of restrictions on the African people. Perhaps project several pictures showing their treatment by white people. Ask: What problems arise from this racial distribution and the present laws?

the present-day situation.

If this statment is accurate, how is it likely
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Bezezinski, Africa and the Communist World, p. 206.

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Brezezinski, p. 207.

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Sterling, "Ghana Gets a Second Chance," p. 25.

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aws?

G. Frustration may lead to aggresion.

A. VALUES HUMAN DIGNITY.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

A. IS CURIOUS ABOUT SOCIAL DATA.

G. Frustration may lead to aggresion.

G. The world is a community of interdependent countries. Important happenings in one part of the world affect other parts.

G. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

F. The U. S. faces serious policy decis
its relations with Africa, and the s
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persons making the decision.

F. The U. S. faces serious policy decisions in its relations with Africa, and the success of our policies will be affected by our domestic affairs as well as by what we do abroad.

18. Prepare a bulletin board illustrating some of the restrictions and poor treatment of African people by the white minorities. Or prepare a bulletin board showing past serious racial conflicts in Africa (e.g. Mau Mau, Sharpesville, Belgian Congo, etc.) Discuss the importance of such conflict for the peoples of Africa and for the world as a whole.

19. Show the feature film Cry the Beloved Country, or arrange to have a local movie theather show it and to take the class to see it. Discuss the film and the problems raised by it. Tell the pupils they should try to find out the answers to the following questions as they study this unit: What has happened in South Africa since the book upon which the film was based was written? Have conditions gotten better or worse? To what degree do other countries in Africa face similar problems?

Cry the Beloved C

20. Discuss: What might be the effects upon the communist-non-communist struggle in Africa if the racial problem is not solved? What implications does this have for the U. S.? Is this the only reason Americans should be concerned? Why or why not?

21. Suggest a hypothetical situation in which the Africans revolt against white domination or in which one group revolts against a current ruler. Ask: Why might such a revolt lead to a world crisis?

22. Read aloud the incident reported by Goldschmidt on the way in which a Ghana government official was treated by an American restaurant in this country. Discuss: How may our own racial problems affect our relations with Africa?

Goldschmidt, The
and Africa, p. 3.

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Goldschmidt, The United States and Africa, p. 3.

G. The formal distinction between domestic and foreign policy is increasingly unclear.

G. Military capacity is an important factor in the development of national power, but not the only one or even the dominant one.

G. Cultural traits may change as a result of diffusion.

G. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

G. The world is a community of interdependent countries. Important happenings in one part of the world affect other parts.

S. Skims to locate information.

S. Considers alternative courses of action.

S. Recognizes limitations of data.

S. Identifies value-conflicts.

A. IS CURIOUS ABOUT SOCIAL DATA.

1. Africans have been greatly influ
American ideas about freedom and
rights of man, yet they have als
the racial discrimination in the
What we do internally with our o
problems will affect our relatio
the new African nations.

2. Foreign policy decisions are com
by a conflict over competing val
interests.

rmal distinction between do-
and foreign policy is in-
ngly unclear.

ary capacity is an important
in the development of na-
power, but not the only one
en the dominant one.

ral traits may change as a re-
of diffusion.

ecision is, in part, a product
internalized values, the
ptions, and the experiences
e persons making the decision.

orld is a community of inter-
dent countries. Important hap-
gs in one part of the world
t other parts.

to locate information.

ders alternative courses of
n.

nizes limitations of data.

ifies value-conflicts.

RIOUS ABOUT SOCIAL DATA.

1. Africans have been greatly influenced by American ideas about freedom and the rights of man, yet they have also watched the racial discrimination in the U. S. What we do internally with our own racial problems will affect our relations with the new African nations.

2. Foreign policy decisions are complicated by a conflict over competing values and interests.

23. Review with pupils the Atlantic charter and Roosevelt's statement on freedoms, Ask: What effect do you think such statements might have upon colonial peoples? What other kinds of statements and actions in the U. S. might influence Africans to work for independence? What effect do you think our racial policies will have upon Africans' willingness to believe our democratic pronouncements?

24. Prepare a bulletin board display illustrating the importance of Africa by using newspaper headlines about current situations.

25. Have pupils examine newspapers for a week to locate references to Africa. (Review techniques for skimming newspapers to locate information.) List some of the topics on the board to illustrate some of the current problems in Africa.

26. If there is a current crisis related to Africa, have pupils read about it briefly and discuss possible alternative courses of action. Ask: What additional information do you think you need before coming to any conclusions? Why?

27. Give pupils some of the questions on the Great Decisions, 1966 pre-opinion ballot or the questions on some published

Great Decisions, 1

with pupils the Atlantic charter and Roosevelt's state-
n freedoms. Ask: What effect do you think such state-
night have upon colonial peoples? What other kinds of
ents and actions in the U. S. might influence Africans
k for independence? What effect do you think our racial
es will have upon Africans' willingness to believe our
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bout it briefly and discuss possible alternative
s of action. Ask: What additional information do you
you need before coming to any conclusions? Why?

upils some of the questions on the Great Decisions, re-opinion ballot or the questions on some published

Great Decisions, 1966

S. Considers alternative courses of action.

S. Sets up hypotheses.

S. Identifies value-conflicts.

G. Although culture is always changing, certain parts or elements persist over long periods of time.

A. IS SCEPTICAL OF PANACEAS.

a. Since there is a strugg
between democratic and
forces other than commu
the U. S. faces serious
sions as it deals with
which are controlled by

S. Identifies value-conflicts.

b. At times the U. S. face
pect of either antagon
of the African nations
ropean allies. This co
foreign policy decisio
very difficult in the

A. IS CURIOUS ABOUT SOCIAL DATA.

alternative courses of

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s value-conflicts.

a. Since there is a struggle going on between democratic and non-democratic forces other than communist forces, the U. S. faces serious policy decisions as it deals with governments which are controlled by strong men.

culture is always changing,
arts or elements persist
periods of time.

ICAL OF PANACEAS.

es value-conflicts.

b. At times the U. S. faces the prospect of either antagonizing some of the African nations or its European allies. This conflict makes foreign policy decision-making very difficult in the modern age.

US ABOUT SOCIAL DATA.

opinion poll related to Africa. Or make up your own questions. Save responses to check against opinions at the end of the unit. Discuss results only briefly at this time to point up either: (a) differences among class members or (b) differences between the class and public results.

28. Cite one example of an African country which has strongman government. Discuss: What do you think the U. S. should do in relationship to this government? What problems are created for us regardless of what stand we take in our relations with this country? (Do not discuss these questions thoroughly at this point, but just raise problems and ask pupils to consider them at more length as they study the unit.) Also discuss: Do you think that we should expect African nations to develop the same kind of democratic governments that we have? Why or why not? How will our reaction to such a question affect U. S. policy? Suggest that pupils keep these questions in mind as they study the unit. They will return to them in more detail after they have developed a better background on African affairs.

29. Ask: What did you learn last year about some of the problems the U. S. faces in dealing with colonies or ex-colonies of our European allies? Suggest that students look for similar examples as they study this unit.

30. Quote several authors on the importance of the changes going on in Africa today and the implications of these changes for the U. S. (See Nielsen, p. 3, paragraph 3, or p. 10, last paragraph, and p. 11, paragraph 3, or page 12, paragraph 3. See Shepherd, p. 190, paragraph

Nielsen, African

Shepherd, Politi
African National

related to Africa. Or make up your own
ave responses to check against opinions
f the unit. Discuss results only briefly
to point up either: (a) differences
members or (b) differences between the
blic results.

mple of an African country which has strong-
nt. Discuss: What do you think the U. S.
relationship to this government? What pro-
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U. S. faces in dealing with colonies or
of our European allies? Suggest that stu-
or similar examples as they study this

l authors on the importance of the changes
Africa today and the implications of these
the U. S. (See Nielsen, p. 3, paragraph 3,
st paragraph, and p. 11, paragraph 3, or
agraph 3. See Shepherd, p. 190, paragraph

Nielsen, African Battleline.

Shepherd, Politics of
African Nationalism.

S. Considers the relevance of each of the social science disciplines, and uses the types of questions asked and the analytical concepts used in the relevant disciplines to help

1, and beginning of paragraph 3 or the quotation from a South African writer on page 189. Goldschmidt, quotation from Bowles on p. 13. The Annals, July, 1964, p. 120, col. 2, paragraph 2 to the effect that "Democracy is on trial....")

Goldschmidt, ed

and Africa.

The Annals, Jul

31. Display books about Africa and give pupils an annotated list of books. Then let them have a browsing period in which they can locate a book which they would like to read and begin reading it. Do this before pupils make a final selection of projects on which they would like to work.

32. Discuss: How does a study of Africa relate to other questions which we have studied thus far this year? What light may it throw on some of the problems we have studied earlier?

33. Give pupils an overview of the unit. Let them suggest additional questions which they wish to investigate. Or let them plan the unit completely, suggesting and organizing questions to be studied and identifying individual and small group projects. Whether the unit is planned completely by pupils or whether they plan only some of the questions and activities, do the following activity (# 34). Also let pupils have some choice as to which individual and small group activities they will participate in. Make out a tentative unit calendar and tell pupils when they should plan to be ready with their projects.

34. Ask: What kinds of help do you think you can get from the different social sciences as you study American policies toward Africa. What kinds of questions would practitioners of each discipline ask? What kinds of analytical concepts would they use in examining data?

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African writer on page 189. Goldschmidt, quo-
rom Bowles on p. 13. The Annals, July, 1964,
col. 2, paragraph 2 to the effect that "De-
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ferent social sciences as you study American
s toward Africa. What kinds of questions would
ioners of each discipline ask? What kinds of
cal concepts would they use in examining data?

Goldschmidt, ed., The U.S. and Africa.

The Annals, July, 1964.

him analyze the problem.

A. VALUES KNOWLEDGE FOR THE SAKE OF KNOWLEDGE, AS A MEANS OF HELPING MAN UNDERSTAND THE WORLD IN WHICH HE LIVES.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. The significance of location depends to a large extent upon cultural developments within and outside of an area.

S. Sets up hypotheses.

S. Sets up hypotheses.

S. Tests hypotheses against data.

S. Looks for relationships among events.

G. The significance of location depends to a large extent upon cultural developments within and outside of an area.

II. Man uses his physical environment
his cultural values, perceptions,
of technology.

A. The significance of the locatio
south of the Sahara has depende
extent upon cultural developmen
the location has been important
reasons.

1. The importance of the souther
western coasts of Africa are
significant in terms of inte
trade today than before the
of the Suez Canal.

2. The location of Africa prior
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Western European penetration
trade for many years.

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relationships among events.

icance of location depends
extent upon cultural de-
within and outside of an

II. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

A. The significance of the location of Africa south of the Sahara has depended to a large extent upon cultural developments, although the location has been important for climatic reasons.

1. The importance of the southern and western coasts of Africa are less significant in terms of international trade today than before the building of the Suez Canal.

2. The location of Africa prior to the development of navigational instruments tended to help isolate Africa from Western European penetration and even trade for many years.

What advantages would a study of Africa have for these social scientists other than the practical one of helping determine foreign policy decisions related to Africa?

Developmental Activities

35. Have pupils look at both a world map and at a globe. Ask: What significance do you think Africa's location might have had? Let pupils set up hypotheses about possible effects to check as they proceed with this unit.	World map, globe.
36. Project a map of Africa showing comparative distances between Liverpool and Singapore by way of Suez Canal and around the Cape. Discuss: How did the building of the Suez Canal change the significance of the Cape and other parts of West Africa?	Deasey, et. al., The Nations, p. 880.
37. Have pupils examine a map showing ocean currents and trade winds in the Atlantic. Ask: Why would it be difficult to take sailing ships down the West coast of Africa from Europe and back again if they had to sail close to shore in order to find their way? Why would the invention of navigational aids by which men could steer by the stars encourage exploration of the West Coast of Africa? Have a pupil check to find out when the early navigational inventions were made in relationship to the first efforts of Europeans to explore the West Coast of Africa. He should report back to class.	World Atlas. Davidson, Guide, pp.

would a study of Africa have for these ts other than the practical one of ne foreign policy decisions related to

ities

k at both a world map and at a globe. ficance do you think Africa's location Let pupils set up hypotheses about s to check as they proceed with this	World map, globe.
f Africa showing comparative distances ool and Singapore by way of Suez Canal Cape. Discuss: How did the building of change the significance of the Cape and West Africa?	Deasey, et. al., The World's Nations, p. 880.
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S. Sets up hypotheses.

G. Culture traits may change through a process of diffusion.

S. Sets up hypotheses.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. The significance of location depends to a large extent upon cultural developments within and outside of an area.

G. Temperature is affected by the distance from the equator, elevation, distance from warm water bodies, ocean currents, prevailing winds, physical features which block winds from certain directions, and by air pressure systems.

3. The location of Africa in rel
to Asia Minor and India affec
early cultural development.

4. The location south of a great
region was far more important
to modern types of transporta
than it is today.

5. The location of Africa in rel
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in directions, and by air
ystems.

3. The location of Africa in relationship to Asia Minor and India affected its early cultural development.

4. The location south of a great desert region was far more important prior to modern types of transportation than it is today.

5. The location of Africa in relationship to the equator has affected temperature. However, the high elevations in much of Africa make the areas less hot than might be expected given their location.

38. Now have pupils examine a map showing water currents and trade winds to the east of Africa. Ask: Would people coming from Asia Minor or India have had the same difficulties as those sailing from Western Europe? Why or why not? What effect might this difference have made upon trade contacts of the peoples of different parts of Africa with other parts of the world? Let pupils set up hypotheses about differences in time of extensive contacts and about what kinds of trade might have developed along the eastern African coast. They should check these hypotheses as they study the history of Africa prior to European colonization.

World Atlas.

39. Review with pupils what they learned in the eleventh grade about the diffusion of agricultural patterns from Asia Minor to early Egypt. Ask: What path might such cultural traits follow in diffusion to southern parts of Africa? Set up hypotheses to check later.

40. Discuss: How has the significance of the Sahara Desert for Africa south of the Sahara changed as the result of modern inventions? Have a pupil investigate air traffic across the Sahara.

Goodes's World At

41. Have pupils examine a globe or a world map to notice Africa's location in relationship to the equator. Ask: What would you expect to be true about the temperatures in different parts of Africa because of Africa's location? What other factors might affect temperature? Have pupils examine a physical map of Africa to decide whether physical features might affect temperatures. Let

Wall map or proj
such as Kohn an
World Today, at
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See good text o
geography or se

pupils examine a map showing water currents winds to the east of Africa. Ask: Would ming from Asia Minor or India have had the iculties as those sailing from Western Europe? y not? What effect might this difference have trade contacts of the peoples of different Africa with other parts of the world? Let t up hypotheses about differences in time of contacts and about what kinds of trade might loped along the eastern African coast. They eck these hypotheses as they study the his- frica prior to European colonization.

World Atlas.

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Goodes's World Atlas.

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Wall map or project map such as Kohn and Drummond, World Today, atlas section I.

See good text on physical geography or see Meyer

S. Draws inferences from maps.

S. Sets up hypotheses.

S. Tests hypotheses against data.

S. Sets up hypotheses.

G. Temperature is affected by ... elevation.

G. Seasonal variations tend to be less in areas close to the equator.

G. Rainfall is affected by distance from bodies of water, ocean currents, wind direction, air pressure systems, temperature, and physical features which block winds carrying moisture.

G. Winds which blow over cold water bodies are cooled and tend to pick up moisture when they warm up as they pass over land areas which are hot.

6. The location of Africa in ter
low air pressure systems and
fects temperature and rainfa
fall pattern in Africa is aff
location and air pressure sys
currents than by nearness to
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features which block winds
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6. The location of Africa in terms of high and low air pressure systems and ocean currents affects temperature and rainfall. The rainfall pattern in Africa is affected more by location and air pressure systems and ocean currents than by nearness to bodies of warm water or physical features.

pupils set up hypotheses and test against a temperature map.	and Streitelmeier, graphy in World Soc pp. 407-408.
42. Show pictures of such mountains as Mt. Kilimanjaro or Mt. Kenya. Ask: Where would you expect to find such mountains which are snow-covered all year round? Have pupils locate them on a physical map by using an atlas index. Discuss: How can mountains be snow-covered on or so close to the equator?	Brown, Africa, pp.
43. Ask: Given the location of Africa, what would be true about the seasons in Africa south of the equator? What would be true about temperature variations from one season to another? Have pupils check temperature charts and maps.	See transparency 8 Milliken's Map Out of Africa. Deasy, et. al. Wor Nations, p. 855 (m Kimble and Steel, Africa Today, p. 1
44. Have pupils examine the physical map and try to decide what might be true about rainfall in different parts of Africa. Let them set up hypotheses on the basis of what they have learned so far. Now have them check these hypotheses against a rainfall map of Africa. The chances are that the rainfall maps will not support their hypotheses. Ask: What other factors might be important in determining the amount of rainfall?	See Map 7 in Milli Map Outlines of Af for average annual cipitation transpa Eiselen and Uttley p. 12. (rainfall m average annual).
Have pupils examine the climatic zones in Africa. Ask: What do you notice about zones north and south of the equator? Now show pupils a map showing high and low	Kimble and Steel, Africa Today, p. 1 rainfall).

up hypotheses and test against a tempera-

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Ask: Where would you expect to find such
which are snow-covered all year round? Have
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and Streitelmeier, Geography in World Society, pp. 407-408.

Brown, Africa, pp. 269,

See transparency 8 in Millikan's Map Outlines of Africa.

Deasy, et. al. World's Nations, p. 855 (maps).

Kimble and Steel, Tropical Africa Today, p. 17 (maps).

See Map 7 in Millikan's Map Outlines of Africa for average annual precipitation transparency.

Eiselen and Uttley, Africa, p. 12. (rainfall map-average annual).

Kimble and Steel, Tropical Africa Today, p. 14 (on rainfall).

S. Draws inferences from maps.

S. Tests hypotheses against data.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

A. SEARCHES FOR EVIDENCE TO DISPROVE HYPOTHESES, NOT JUST TO PROVE THEM.

G. The topography of a region may set up limitations upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Water power may be used to create electricity needed to run machines in factories.

B. Africa's coastline, the Sahara D
river system with its many rapid
physical relief, the diseases
areas, have helped make it diffi
easily across the continent. How
tural factors have also helped s
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B. Africa's coastline, the Sahara Desert, the river system with its many rapids because of physical relief, the diseases in tropical areas, have helped make it difficult to move easily across the continent. However, cultural factors have also helped slow down movement.

45. Have pupils look at a physical map of Africa. Ask: Why might Europeans have been slow in moving into the interior for trade or military domination? Let pupils set up hypotheses. Then draw their attention if necessary to the Sahara Desert. Ask: What effect might this have had? Do you think there could have been any trade across it in earlier states of technology? Why or why not? Reserve hypotheses for testing against historical data in the next part of the unit.

Call attention of pupils to the smooth coastline of Africa. (Use a wall map of if possible larger scale map of at least sections of the African coastline.) What do you notice about harbor potentials? Now locate several important natural harbors. Ask: What natural access do they have into the interior? Call attention of pupils to the great rivers. Project a map on navigable waterways in Africa. Ask: What do you notice about the rivers, including the Nile River? Compare this map with a map of rivers and lakes. Ask: Why aren't the rivers shown on the second map shown more fully in the map on navigable waterways?

Teacher may want to
Hodgson and Stonema
Changing Map of Afr
pp. 35-36 on coasts

Deasy, et. al., *Wor*
Nations, p. 854 (na
waterways).

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pare this map with a map of rivers and
: Why aren't the rivers shown on the second
more fully in the map on navigable water-

Teacher may want to read Hodgson and Stoneman, Changing Map of Africa, pp. 35-36 on coasts.

Deasy, et. al., World's Nations, p. 854 (navigable waterways).

G. Man changes the character of the earth.

G. Unevenly distributed phenomena form distinctive patterns on the map.

S. Sets up hypotheses.

S. Tests hypotheses against data.

C. Types of agriculture in a region
upon a nation's cultural values,
ions, and technology as well as u
climate, soils, and physical reli

1. A large part of Africa south o
Sahara has poor soils, land wh
too dry or too wet, and land w
is too rugged for good agricul
conditions, given present leve
technology.

s the character of the

istributed phenomena nctive patterns on the

potheses.

theses against data.

C. Types of agriculture in a region depend upon a nation's cultural values, perceptions, and technology as well as upon climate, soils, and physical relief.

1. A large part of Africa south of the Sahara has poor soils, land which is too dry or too wet, and land which is too rugged for good agricultural conditions, given present levels of technology.

	If necessary, ask pupils to note the sharp rise in physical elevation close to the coast. Ask: What would this mean about navigation possibilities?	
	Now have a pupil give a report on difficulties of river transportation in Africa. He should note such things as sand bars at the mouths of rivers as well as specific information about navigational difficulties on the rivers. Afterwards compare the African situation with that in the U.S., Europe, Soviet Union, China, and India.	Stavrianos, A Glob of Man, pp. 661-62
	Now ask: What possible advantages might present-day Africans find in this kind of river system? How might they overcome navigational difficulties? Quote a geography text on the great potential for water power. Or show a map or a chart illustrating the water power potential in Africa as compared to that in the U.S.	Goodes World Atla
46.	Have a pupil report briefly on how African countries are trying to overcome their lack of good harbors.	Hance, African Ec elopment, pp. 119
47.	Have pupils use climatic maps to try to predict natural vegetation zones in Africa. Have them check their hypotheses against a vegetation map of Africa. Use pictures to illustrate what the different areas look like.	Eisen and Uttley, p. 12. Atlas. Or Joy, Em Africa, p. 17. See discussion in Wheeler, et. al., Geography of the 441-42. Rosberg, Africa a World Today, p. 6

sary, ask pupils to note the sharp rise in phys- vation close to the coast. Ask: What would n about navigation possibilities?	
a pupil give a report on difficulties of river tation in Africa. He should note such things as s at the mouths of rivers as well as specific ion about navigational difficulties on the rivers. ds compare the African situation with that in the rope, Soviet Union, China, and India.	Stavrianos, A Global History of Man, pp. 661-62.
What possible advantages might present-day Af- ind in this kind of river system? How might they navigational difficulties? Quote a geography the great potential for water power. Or show a chart illustrating the water power potential in s compared to that in the U.S.	Goodes World Atlas.
upil report briefly on how African countries are o overcome their lack of good harbors.	Hance, African Ec. Development, pp. 119-135.
ils use climatic maps to try to predict natural on zones in Africa. Have them check their hy- against a vegetation map of Africa. Use pic- illustrate what the different areas look like.	Eisen and Uttley, Africa, p. 12. Atlas. Or Joy, Emerging Africa, p. 17. See discussion in Wheeler, et. al., Reg. Geography of the World, pp. 441-42. Rosberg, Africa and the World Today, p. 6.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Vegetation is affected by seasonal variations in precipitation, as well as by the total amount of precipitation.

G. The land in hot regions dries fast as the warm air picks up moisture; therefore, more rain is needed to grow crops or vegetation in these regions than in regions which are not so hot.

G. Climate may set up limitations upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.

S. Sets up hypotheses.

For a vegetation m
parency, see Milli
Outlines of Africa
For pictures, see
Africa.

48. Show the class figures or a map on total rainfall amounts for some parts of Africa where there are savannas. Ask: Given what we in this country would consider adequate rainfall for agriculture and trees, why don't these areas have more natural forests? Why do farmers face problems of drought? Have pupils check rainfall maps at different times of year or rainfall charts. Ask: How do these maps help us answer the questions I raised?

Joy, *Emerging Afri*
or Kohn and Drummo
Today, p. 556.

Then have a pupil read to see if he can find out any other reasons for lack of trees on savannas. For example, he might check on such things as the regularity of rainfall pattern, evaporation, etc.

Atlas. Or Joy, *Eme*
Africa, p. 19-20.
and Drummond, *Worl*
pp. 543, 563.
Bohannan, *Africa a*
ricans, pp. 38-39.
An African Survey,
Wheeler, et. al. p

49. Have a pupil pretend that he is a U.N. investigator for the World Health Organization. He should make a report on what he finds out about health conditions and diseases in Africa south of the Sahara. Discuss: Why is it difficult to eradicate these diseases? What effects might the prevalence of such diseases have upon the pattern of white settlement? Set up hypotheses to test later.

Wheeler, et. al.,
Geography of the W
pp. 45-47. Bohann
Africa and the Afr
pp. 45-47. Hailey
African Survey, pp
1070, 1108 ff.

For a vegetation map transparency, see Millikan's Map Outlines of Africa, A 9, For pictures, see Brown, Africa.

ss figures or a map on total rainfall am-
me parts of Africa where there are savannas.
what we in this country would consider ade-
ll for agriculture and trees, why don't
have more natural forests? Why do farmers
s of drought? Have pupils check rainfall
erent times of year or rainfall charts.
these maps help us answer the questions

Joy, Emerging Africa, p. 17 or Kohn and Drummond, World Today, p. 556.

pupil read to see if he can find out any
s for lack of trees on savannas. For
might check on such things as the reg-
ainfall pattern, evaporation, etc.

Atlas. Or Joy, Emerging Africa, p. 19-20. Or Kohn and Drummond, World Today, pp. 543, 563.
Bohannan, Africa and the Africans, pp. 38-39. Hailey, An African Survey, p. 971.
Wheeler, et. al. p. 442.

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Wheeler, et. al., Reg. Geography of the World, pp. 45-47. Bohannan, Africa and the Africans, pp. 45-47. Hailey, An African Survey, pp. 1069-1070, 1108 ff.

G. Soil in a particular place is affected by the type of basic rock in the region; the climate; vegetation; erosion; wind, and rivers which move soil; as well as by how man treats the soil.

G. Nature changes the face of the earth through biotic processes.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.

S. Sets up hypotheses.

S. Tests hypotheses against data.

50. Project a map showing the distribution of the tsetse fly. Ask: What would you expect to find true of distribution of cattle raising in Africa? Why? Have a pupil report on efforts to get rid of the tsetse fly. Or have all pupils read the case study on the tsetse fly and discuss the questions on it.

See map in Deasy,
World's Nations,
in Hailey, Africa
pp. 875, 877 or i
Drummond, World T
564-65 or in Eise
Uttley, Africa, p

For the case stuc
Editors of Curren
etc., Africa, Eme
tions Below the S
25-26.

51. Have pupils review what they have learned about the climate of Africa. Let them set up hypotheses about soils in different parts of Africa. Then let them test these hypotheses against a soils map. Have a pupil do further reading about soils in the different areas and report to the class. However, first, try to get students to figure out on the basis of what they have learned in earlier years what the effects of lack of rainfall would be in very dry areas, etc.

See map in Kohn
World Today, p.
69-73 on soil ty

See also Bohanna
and the Africans
40.

Wheeler, et. al.,
of the World, p.

52. Discuss: What do you think the agricultural potential is in Africa? Let pupils set up hypotheses and then read about farming in Africa today and in the past.

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ld you expect to find true of distribution
sing in Africa? Why? Have a pupil report
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ears what the effects of lack of rainfall
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? Let pupils set up hypotheses and then
farming in Africa today and in the past.

See map in Deasy, et. al., World's Nations, p. 873 or in Hailey, African Survey, pp. 875, 877 or in Kohn and Drummond, World Today, pp. 564-65 or in Eiselen and Uttley, Africa, p. 71.

For the case study, see Editors of Current Events, etc., Africa, Emerging Nations Below the Sahara, pp. 25-26.

See map in Kohn and Drummond, World Today, p. 69 and pp. 69-73 on soil types.

See also Bohannan, Africa and the Africans, pp. 39-40.

Wheeler, et. al., Reg. Geog. of the World, p. 444.

G. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.

G. Man changes the character of the earth.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.

2. Cultural values and levels of

agriculture in a region
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agriculture in a region
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2. Cultural values and levels of technology

53. Project maps showing agricultural products in Africa. Discuss the relationship of these products to climatic and soil conditions.	Philips' Modern Atlas for Afric
54. Have a pupil give a very brief description of shifting cultivation. Ask: What do you think might be the advantages and disadvantages of such farming? Then have the pupil continue his report and point out how such techniques fit into the climatic and soil conditions where they are used.	Bohannan, Afric Africans, pp. 4 Hailey, African Highsmith, Case in World Geog., Wheeler, et. al Geog. of the Wo 451-53.
55. Have a pupil report on the study of desert encroachment in South Africa. Discuss: What might be done to stop this desert encroachment? How has man modified the physical environment?	Gould, Contine pp. 117-122.
56. Have a pupil give a report on the Ground Nut venture in Tanganyka. Ask: What problems did the British face that they had not anticipated? What light does the venture throw on the possibilities of using European or American agricultural techniques in these areas?	Kohn and Drumm Today, p. 563. Stavrianos, Re World Hist., p
57. Have a pupil give a report on cattle farmers in Uganda. He should point out the many difficulties facing such	Thoman and Pat on Geographic

ps showing agricultural products in Africa. e relationship of these products to climatic onditions.	Philips' Modern College Atlas for Africa.
il give a very brief description of shifting n. Ask: What do you think might be the advan- disadvantages of such farming? Then have the inue his report and point out how such tech- into the climatic and soil conditions where sed.	Bohannan, Africa and the Africans, pp. 40-41. Hailey, African Survey. Highsmith, Case Studies in World Geog., pp. 3-9. Wheeler, et. al., Reg. Geog. of the World, pp. 451-53.
il report on the study of desert encroachment Africa. Discuss: What might be done to stop t encroachment? How has man modified the environment?	Gould, Continent of Change, pp. 117-122.
il give a report on the Ground Nut venture ka. Ask: What problems did the British face had not anticipated? What light does the row on the possibilities of using European an agricultural techniques in these areas?	Kohn and Drummond, World Today, p. 563. Stavrianos, Readings in World Hist., pp. 819-820.
il give a report on cattle farmers in Uganda. point out the many difficulties facing such	Thoman and Patton, Focus on Geographic Activity,

affect land use.

G. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.

S. Sets up hypotheses.

G. Climate may set up limitations upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.

G. Nature changes the character of the earth.

farmers, the degree to which they were self-sufficient, and the levels of living. Afterwards, discuss: How do cultural values affect these farmers in Uganda?	pp. 7-11.
58. Or have pupils read the case study on the Masai and discuss the questions which follow it.	Editors of Curre etc., Africa, pp
59. Have a pupil prepare a chart comparing dependence upon subsistence and upon commercial farming in different parts of Africa. Discuss: What do you think are the causes of the heavy reliance upon subsistence farming rather than upon commercial farming in large parts of Africa?	Wheeler, et. al. of the World.
60. Discuss: What might be done to improve some of the areas for agricultural purposes? Have pupils set up hypotheses and then have a pupil give a report on current work being done to improve agricultural production.	
[illegible] Tell pupils about experiments with using sprays of petroleum residues and chemicals to harden sand surfaces in the Libyan deserts so that Eucalyptus trees could be planted and grown. (Trees were planted in 1961 and were 25 feet tall by 1966 and can probably be harvested for timber if this is desirable by 1976.) Discuss: What implications do you think this experimental project might have for Africa south of the Sahara? (Also review how the Sahara Desert was changed by nature in earlier years.)	

the degree to which they were self-sufficient, evels of living. Afterwards,discuss: How do values affect these farmers in Uganda?	pp. 7-11.
upils read the case study on the Masai and he questions which follow it.	Editors of *Current Events*, etc., *Africa*, pp. 31-34.
upil prepare a chart comparing dependence upon nce and upon commercial farming in different Africa. Discuss: What do you think are the f the heavy reliance upon subsistence farming han upon commercial farming in large parts of	Wheeler, et. al., *Reg. Geog. of the World*.
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G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Natural resources are of little value until man acquires the skill and desire to use them.

S. Distinguishes between facts and estimates.

G. Unevenly distributed phenomena form distinctive patterns on the map.

G. The ability of a country to produce is limited in part by available natural resources; however, a country may be able to acquire resources from other countries by selling goods and services which it can produce.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

S. Generalizes from data.

3. Africa is rich in mineral resources,
though these are distributed most une
among the different countries. Many r
sources may exist which have not yet
discovered for lack of careful explor
and many known resources have not as
been developed.

s physical environment
his cultural values,
, and level of techno-

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to use them.

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l resources; however,
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rom other countries by
ds and services which
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s physical environment
his cultural values,
, and level of techno-

from data.

3. Africa is rich in mineral resources, although these are distributed most unevenly among the different countries. Many resources may exist which have not yet been discovered for lack of careful exploration, and many known resources have not as yet been developed.

62. Show the film They Planted a Stone. Discuss: What problems might arise here which are not discussed in the film? How else might people in this area change the land in order to make it more productive?	Film: They Planted British Informatio 1954. 26 min.
63. Review the minerals potential in Africa by projecting graphs or having a pupil report. Discuss: Why may this information be inaccurate as to the real potential of Africa? What comparatively recent discovery in the Sahara Desert led to a revision of estimates on the resources of the continent?	
64. Have pupils examine minerals maps of Africa. They should compare it with a political map. Ask: How evenly are mineral resources spread among the different countries? What problems are likely to arise in some of the countries because of this distribution? What can these countries without certain resources exchange to get them?	e.g. See Rosberg, the World, p. 7. Kimble and Steel, Africa Today, pp. For a simple map t see Milliken's Map of Africa, # 17.
65. Have a pupil give a report on the Premier diamond mine at Cullinan, South Africa. He should note the many steps through which the mine must go to get the diamonds. Discuss: Why do the owners wish cheap labor?	Thoman and Patton, Geog. Activity, pp
66. Compare a graph and charts showing mineral reserves and charts showing actual mineral production in Africa.	Woddis, Africa, Ro Revolt, p. 219. See Deasey, et. al Nations, for table duction, pp. 885-8

m They Planted a Stone. Discuss: What prob- arise here which are not discussed in the lse might people in this area change the land make it more productive?	Film: They Planted a Stone, British Information Service 1954. 26 min.
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l give a report on the Premier diamond mine , South Africa. He should note the many steps ch the mine must go to get the diamonds. y do the owners wish cheap labor?	Thoman and Patton, Focus on Geog. Activity, pp. 93-97.
raph and charts showing mineral reserves and ing actual mineral production in Africa.	Woddis, Africa, Roots of Revolt, p. 219. See Deasey, et. al., World's Nations, for table of production, pp. 885-86.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Access affects the quality of resources, and lack of access or difficulty of access may limit economic development.

G. A place needs cheap and rapid transportation in order to carry on much trade with other places.

G. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.

S. Sets up hypotheses.

S. Tests hypotheses against data.

4. Much of Africa lacks well-de
transportation.

his physical environment
of his cultural values, per-
, and level of technology.

ffects the quality of re-
and lack of access or dif-
of access may limit econo-
lopment.

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transportation facilities
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goods as well as greater
costly access to resources.

4. Much of Africa lacks well-developed land transportation.

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potheses against data.

See production gra
Salkever and Flynn
Saharan Africa, p.

Isaacs and Ross, A
p. 13.

Stavrianos, Global
Man, p. 667.

67. Have several pupils assume the roles of leaders of different African countries who are discussing the problems of mineral exploration and development in their countries.

68. Have pupils examine a railroad map of Africa and compare it to railroad maps of other continents. Ask: Given the difficulties of river transportaion, what problems do you see as you look at the railroad map? What patterns do you see across most of the continent? Now have pupils examine a map showing roads. Ask: How does the transport system of roads compare with that of railroads? How could this relative lack of land transport by railroad and road handicap economic development?

Goode's World Atla

Kimble and Steel,
Africa Today, p. 6

Read aloud a quotation from Wallerstein on the way in which different colonial powers developed transportation systems in their own colonies without considering systems in other colonies. Discuss the problems raised for trade within Africa.

Wallerstein, Afric

69. Now have pupils try to figure out where there would be the heaviest population densities and the lightest population densities in Africa and where there would

Joy, Emerging Afri

Lengyel, Africa in

See production graph in Salkever and Flynn, Sub-Saharan Africa, p. 44.

Isaacs and Ross, Africa, p. 13.

Stavrianos, Global Hist. of Man, p. 667.

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and road handicap economic development?

Goode's World Atlas.

Kimble and Steel, Tropical Africa Today, p. 60.

a quotation from Wallerstein on the way in
rent colonial powers developed transporta-
s in their own colonies without considering
other colonies. Discuss the problems raised
ithin Africa.

Wallerstein, Africa, p. 38.

upils try to figure out where there would be
t population densities and the lightest
densities in Africa and where there would

Joy, Emerging Africa, p. 28.

Lengyel, Africa in Ferment,

G. Population is distributed unevenly over the earth's surface; many of the land areas are sparsely populated.

G. Population distribution reflects man's values and his technology as well as climate, topography, and resources of an area.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

D. Africa is a land of low popula
population distribution is aff
climate and disease, by the po
mic activities, and by cultura

G. Population distribution reflects man's values and his technology as well as climate, topography, and resources of an area.

S. Sets up hypotheses and checks against data.

is distributed unevenly
rth's surface; many of
eas are sparsely populated.

distribution reflects
s and his technology as
mate, topography, and
f an area.
s physical environment
his cultural values,
, and level of techno-

D. Africa is a land of low population density; the population distribution is affected by elevation, climate and disease, by the potential for economic activities, and by cultural values.

distribution reflects
s and his technology
climate, topography,
es of an area.

otheses and checks
a.

be cities. Have them check their guesses against a population map.	p. 15. Eiselen and Uttley, p. 15. For a population ma parency, see Millik Outlines of Africa,
70. Have a pupil give a report on the way in which the Bushman of the Kalahari Desert live. Discuss reasons why they went to the desert to live in the first place and why they remain there.	Turnbull, Peoples c pp. 31-53. Thomas, Harmless P Nat'l. Geog., June
71. Have pupils compare population densities in Africa with those in India, China, the Soviet Union, and the U. S. Ask: Does anyone think Africa might be called overpopulated? Why or why not?	
72. Have a pupil make a chart to show the population size of the chief cities of different African countries as compared to the size of cities in the U. S. Discuss: Why do you think there are so few large cities?	
73. Ask: Given what you have learned about climate in Africa, where do you think Europeans would have decided to go when they became interested in settling in Africa? Now show pupils a map of European settlement. Or have a pupil make a map showing density of white settlement. Ask: Does this map support your hypotheses or contradict them?	Kohn and Drummond, map p. 555. Kimble and Steel, Africa Today, p. 2 See discussion in al., Reg. Geog. of pp. 439-40.

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ement. Ask: Does this map support your
r contradict them?

p. 15.

Eiselen and Uttley, Africa, p. 15.

For a population map transparency, see Milliken's Map Outlines of Africa, # 19.

Turnbull, Peoples of Africa, pp. 31-53.

Thomas, Harmless People.

Nat'l. Geog., June, 1963.

Kohn and Drummond, World Today, map p. 555.

Kimble and Steel, Tropical Africa Today, p. 21.

See discussion in Wheeler, et. al., Reg. Geog. of the World, pp. 439-40.

G. Obstacles to communication may be social as well as physical.

S. Sets up hypotheses.

G. Obstacles to communication may be social as well as physical.

G. Whether or not a country's size provides more advantages or disadvantages depends upon the problems inhabitants face at a particular time, upon their goals, and upon their level of technology.

S. Sets up hypotheses.

E. Africa is a land of great divers
tribal and other ethnic groups,
and religions.

F. Although some of the countries a
Africa south of the Sahara has b
ken up into many very small coun
will face serious problems of ac
economic viability. The number
small countries may also create
national instability.

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re advantages or dis-
depends upon the prob-
tants face at a par-
e, upon their goals, and
level of technology.

otheses.

E. Africa is a land of great diversity of races, tribal and other ethnic groups, languages, and religions.

F. Although some of the countries are large, Africa south of the Sahara has been broken up into many very small countries which will face serious problems of achieving economic viability. The number of such small countries may also create international instability.

74. Project maps showing different races and peoples. Compare with a political map. Ask: What difficulties do you see facing many of the new countries?

75. Project a map showing different languages. Compare with a political map. Ask: What difficulties do you see facing many new countries?

Now have a pupil report on the many different languages in Africa.

76. Project a map showing religions in Africa. Compare with a political map. Ask: Which countries have a variety of religions? Which religions are they? Is this diversity likely to lead to any problems? Why or why not? Have pupils set up hypotheses to check later in the unit.

77. Now have pupils look at a political map once again. Ask: What do you notice about the size of different countries?

Have a pupil prepare a bulletin board comparing the size of some of the small countries with some of the U.S. states and comparing their populations with some U.S. cities.

Ask: What problems would such countries be likely to face? What factors affect the desirable size of countries?

Carter, South
7. Great Deci
p. 39. "Niger
Decisions, 196

Joy, Emerging

Joy, p. 30; Wh
al., Reg. Geog
World, p. 450.

Goode's World

Use most curr
data possible

Hodgson and S
Changing Map
p. 8 (1962).
16-21 for tab
lations and a
states.

Or see maps i
Africa, p. 10
set.

showing different races and peoples. Com- olitical map. Ask: What difficulties do g many of the new countries?	Carter, South Africa, p. 7. Great Decisions, 1965, p. 39. "Nigeria," Great Decisions, 1962, p. 5.
p showing different languages. Compare cal map. Ask: What difficulties do you ny new countries?	Joy, Emerging Africa, p. 28.
pil report on the many different langu- a.	Joy, p. 30; Wheeler, et. al., Reg. Geog. of the World, p. 450.
p showing religions in Africa. Compare with ap. Ask: Which countries have a variety ? Which religions are they? Is this diver- to lead to any problems? Why or why not? set up hypotheses to check later in the unit.	Goode's World Atlas.
ils look at a political map once again. Ask: notice about the size of different countries?	Use most current maps and data possible.
prepare a bulletin board comparing the size he small countries with some of the U.S. omparing their populations with some U.S.	Hodgson and Stoneman, Changing Map of Africa, p. 8 (1962). See also pp. 16-21 for table on populations and areas of African states.
roblems would such countries be likely to factors affect the desirable size of coun-	Or see maps in Joy, Emerging Africa, p. 10 and back inset.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

A. IS CURIOUS ABOUT SOCIAL DATA.

III. Although culture is always changin
parts or elements may persist over
of time.

S. Reads to answer questions.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE: CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

A. Many anthropologists believe tod
man had his beginnings in Africa
physical differences developed a
people through processes of muta
breeding. Certainly the peoples
prior to the coming of the Europ
resented a number of different t

s physical environment in
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level of technology.

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ABOUT SOCIAL DATA.

swer questions.

L OF THE FINALITY OF KNOW-
IDERS GENERALIZATIONS AND
TENTATIVE, ALWAYS SUBJECT
N THE LIGHT OF NEW EVI-

III. Although culture is always changing, certain parts or elements may persist over long periods of time.

A. Many anthropologists believe today that man had his beginnings in Africa, and that physical differences developed among the people through processes of mutation and breeding. Certainly the peoples of Africa prior to the coming of the Europeans represented a number of different types.

78. Read aloud the following quotation from a booklet on Africa: "Climate is a basic factor in determining the life of the people everywhere, but especially in Africa." Discuss: Do you agree? Why or why not?

79. Tell pupils that people in Europe called Africa the Dark Continent until very recently or still do in some cases. Ask: What do they think people meant by this term? Now quote Bohannan to the effect that it was not Africa which was the Dark Continent. Ask pupils to try to decide as they study this section of the unit, whether the term is a good one to use in describing African history up until recent times.

Bohannan, Afri
Africans, pp.

Have pupils read brief overviews of African history from a number of different sources. Give them questions to guide their reading, but do not discuss the reading immediately. Instead, include a discussion of appropriate topics in the readings with the other activities in this part of the unit.

Joy, Emerging
pp. 27-29, 32-
Ewing, Our Wid
World, pp. 720
Rosberg, Afric
the World Toda
3-5. Lengyel,
in Ferment, ch
Stavrianos, Gl
History of Man
691, 699-707,
Hapgood, Afric

80. Read aloud a brief quotation from an earlier account which claims that early man came to Africa from Asia. (e.g. Haddon: "All the main races in the continent reached it from Southern Asia.") Discuss: In the light of what you have read, how accurate a statement do you think this quotation is? Why? After the discussion, point out the date of the account from which it was taken.

Davidson, Lost
p. 3. Bohanna
and the Africa
Leakey and Des
"Finding the W
Earliest Man,"
Geographic, Se
pp. 420-435.

ıd the following quotation from a booklet on
"Climate is a basic factor in determining
of the people everywhere, but especially in
Discuss: Do you agree? Why or why not?

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ıe to use in describing African history up until
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Bohannan, Africa and the Africans, pp. 4-5.

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mmediately. Instead, include a discussion of
ıte topics in the readings with the other ac-
in this part of the unit.

Joy, Emerging Africa, pp. 27-29, 32-34, ch. 3. Ewing, Our Widening World, pp. 720-733. Rosberg, Africa and the World Today, chs. 3-5. Lengyel, Africa in Ferment, ch. 2. Stavrianos, Global History of Man, pp. 677-691, 699-707, 713-720. Hapgood, Africa, ch. 2.

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ıdon: "All the main races in the continent
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Davidson, Lost Cities, p. 3. Bohannan, Africa and the Africans, ch. 4. Leakey and Des Bartlett, "Finding the World's Earliest Man," Nat'l. Geographic, Sept., 1960, pp. 420-435.

G. Culture traits may change as a result of diffusion.

G. Peoples who are in contact with each other are likely to borrow cultural traits from each other. Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.

G. Culture traits may change as a result of invention from within the society.

B. Early African history was chara
by the diffusion and adaptatio
culture traits from Asia Minor
Middle East and from India and
Asia as well as by internal inv
The people of Africa south of t
had had trade contracts with ot
ples for thousands of years bef
beginning of the explorations
of Discovery.

aits may change as a re-
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o are in contact with
are likely to borrow
raits from each other.
of people from one part
ld to another involves
nt of culture and mater-
, thus resulting in
the area to which peo-
e.

aits may change as a re-
vention from within the

B. Early African history was characterized by the diffusion and adaptation of many culture traits from Asia Minor and the Middle East and from India and Southeast Asia as well as by internal invention. The people of Africa south of the Sahara had had trade contracts with other peoples for thousands of years before the beginning of the explorations in the Age of Discovery.

Have a pupil give a report on the work of social scientists in tracking down information in Africa about early man. He should discuss the techniques used as well as the findings.

81. Show photographs of some of the different peoples of Africa today, particularly of some of the major types. Then have a pupil describe the present-day theories about how these differences came about and about the mixtures of many groups in Africa today. He should also discuss some of the theories which are presently outmoded or considered quite debatable by scholars. Ask pupils how many of their historical accounts included any of these theories. (See activity #87.)

Bohannan, *Afric*
Africans, ch.
Davidson, *Lost*
2. Bascom and
Continuity and
African Cultur

82. Now have a group of students present a symposium, using maps and charts, to show how culture diffused from Asia Minor and Asia into Egypt and into Africa South of the Sahara. Discuss: Did traits diffuse to all parts of Africa in the same way? What happened as traits were incorporated into African cultures? What do social scientists believe about the invention of cultural traits in Africa? What evidence do social scientists have both for diffusion of traits and for invention?

Davidson, *Guid*
Bohannan, *Afri*
Africans, ch.
Bascom and Her
eds., *Continui*
in African Cul
37-50.

83. Review with pupils what they learned about the spread of the Moslem religion and Arab culture across North Africa in their unit on the Middle East in the junior high school.

l give a report on the work of social sci-
tracking down information in Africa about
He should discuss the techniques used as
findings.

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y, particularly of some of the major types.
pupil describe the present-day theories
hese differences came about and about the
many groups in Africa today. He should
s some of the theories which are presently
r considered quite debatable by scholars.
how many of their historical accounts in-
of these theories. (See activity #87.)

Bohannan, Africa and the Africans, ch. 5. Davidson, Lost Cities, ch. 2. Bascom and Herskovits, Continuity and Change in African Cultures, pp. 28-37.

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Africa? What evidence do social scientists
for diffusion of traits and for invention?

Davidson, Guide, ch. 2. Bohannan, Africa and the Africans, ch. 6. Bascom and Herskovits, eds., Continuity and Change in African Cultures, pp. 37-50.

h pupils what they learned about the spread
lem religion and Arab culture across North
their unit on the Middle East in the junior
ol.

A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES, AND RELIGIONS.

G. Culture traits may change as a result of diffusion.

G. Culture traits may change as a result of invention from within the society.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Changes in one aspect of culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Any decision is, in part, a product of the internalized values, the per-

C. The peoples of Africa establish
of powerful kingdoms and empire
the coming of the white men dur
iod of exploration. These king
their cultures through both dif
invention.

D. The coming of the Europeans for
particularly for the slave trad
many changes to Africa. Part o
ficulties arising from the slav
in the different perceptions of
held by Africans and Europeans.

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l ramify, whether they
ogical, in social organ-
ideology, or whatever
art of the cultural sys-

n is, in part, a product
rnalized values, the per-

C. The peoples of Africa established a number of powerful kingdoms and empires prior to the coming of the white men during the period of exploration. These kingdoms developed their cultures through both diffusion and invention.

D. The coming of the Europeans for trade, particularly for the slave trade, brought many changes to Africa. Part of the difficulties arising from the slave trade were in the different perceptions of slavery held by Africans and Europeans.

Now have two pupils role play a discussion between a Moslem leader and citizen of one of the states south of the Sahara about some of the Arab culture traits which diffused into middle and Southern Africa. They should include some discussion of the trade carried on across the Sahara desert and the refusal of the Arabs to permit Europeans to trade across the desert. Then discuss: Was the Sahara desert the main cause of lack of European penetration into the area south of the Sahara? Why or why not?

Davidson,

84. Have a group of students present a symposium, using maps, on the development of kingdoms and empires in Africa South of the Sahara.

Wallerstei
Politics o
ch. 1. Da
chs. 3-6.
Cities. C
A Glorious

85. Review what students have read about the slave trade to the Americas. Ask: How did the Europeans get the slaves? If necessary, have a pupil report briefly on this question. Then ask: Why did the African leaders agree to sell slaves to Europeans? Let pupils try to figure out possible reasons.

Davidson,
10. Bohan
and the A
105-108.

Have a pupil assume the role of a government investigator interested in this question. He should hold imaginary interviews with early European slave traders and African leaders about slavery. How did each perceive slavery? Why would this lack of communication affect the willingness of Africans to sell slaves to Europeans?

e two pupils role play a discussion between a
leader and citizen of one of the states south of
ara about some of the Arab culture traits which
d into middle and Southern Africa. They should
some discussion of the trade carried on across
ara desert and the refusal of the Arabs to per-
opeans to trade across the desert. Then discuss:
Sahara desert the main cause of lack of European
tion into the area south of the Sahara? Why or
?

Davidson, Guide, ch. 7.

group of students present a symposium, using
n the development of kingdoms and empires in
South of the Sahara.

Wallerstein, Africa, The Politics of Independence, ch. 1. Davidson, Guide, chs. 3-6. Davidson, Lost Cities. Chu and Skinner, A Glorious Age in Africa.

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ricas. Ask: How did the Europeans get the
If necessary, have a pupil report briefly on
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o sell slaves to Europeans? Let pupils try to
out possible reasons.

Davidson, Guide, chs. 9-10. Bohannan, Africa and the Africans, pp. 105-108.

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nterested in this question. He should hold im-
interviews with early European slave traders
ican leaders about slavery. How did each per-
lavery? Why would this lack of communication
the willingness of Africans to sell slaves to
ns?

ceptions, and the experiences of the persons making the decision.

G. Obstacles to communication may be social as well as physical.

G. Changes in one aspect of culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Culture traits may change as a result of diffusion.

G. All societies have potential conflict among their members and must work out some means of accommodating differences.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

E. Traditional Africa, prior to
of the colonizers, differed g
the culture of Western Europe
some aspects were similar, pa
of the diffusion which had ta
throughout the Mediterranean
cultural traits have persiste
earlier times.

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ns making the decision.

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iffusion.

ties have potential conflict
ir members and must work out
s of accommodating dif-

EVIDENCE EVEN WHEN IT CON-
PREJUDICES AND PRECON-

E. Traditional Africa, prior to the coming of the colonizers, differed greatly from the culture of Western Europe. However, some aspects were similar, partly because of the diffusion which had taken place throughout the Mediterranean world. Many cultural traits have persisted from earlier times.

86. Have pupils read the selection in Stavrianos on "The Results of Trade Wars." Discuss: How did the slave trade affect the African kingdoms and empires?

Stavrianos, ed. in World Histor 64. Bohannan, the Africans, p

87. Have a pupil tell the class about the Portuguese destruction of some of the eastern kingdoms. Ask: Why were they able to destroy these city-kingdoms and seize control of the trade with the interior? What brought about the decline of the trade with the interior in East Africa?

88. Quote Bohannan to the effect that the culture which Europeans found in Africa had some similarity with aspects of European culture. Ask: Why might this be so?

Have a pupil read Bohannan and explain this idea to the class in more detail.

Bohannan, Afric Africans, chs.

89. Ask: Do you think it is necessary for any organized group of people to have a government able to make laws and issue decrees in the case of disputes? Why or why not?

Now have a pupil tell the class about some of the kinds of political systems which developed in Africa. Ask:

Bohannan, Afri the Africans,

ad the selection in Stavrianos on "The Re-
Wars." Discuss: How did the slave trade
ican kingdoms and empires?

Stavrianos, ed., Readings in World History, pp. 763-64. Bohannan, Africa and the Africans, pp. 108-110.

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trade with the interior? What brought
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to the effect that the culture which
d in Africa had some similarity with as-
ean culture. Ask: Why might this be so?

Bohannan, Africa and the Africans, chs. 5-6.

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detail.

think it is necessary for any organized
le to have a government able to make
decrees in the case of disputes? Why or

Bohannan, Africa and the Africans, ch. 12.

pil tell the class about some of the kinds
ystems which developed in Africa. Ask:

G. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

G. Changes in one aspect of culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Those who try to introduce change will fail if they fail to arouse a feeling that change is needed.

G. In some societies neither the government nor a market system is most important in affecting how resources are allocated. Such economic systems are based largely upon tradition, and reciprocal relationships are combined with a market-system.

S. Looks for relationships among events.

S. Sets up hypotheses.

S. Tests hypotheses against data.

F. It was not until the late 1
that Africa was divided up
by the European powers; the
divided many of the tribal

ion is, in part, a product
nternalized values, the per-
, and the experiences of
ons making the decision.

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effects on other aspects;
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nor a market system is most
in affecting how resources
ated. Such economic sys-
based largely upon tra-
nd reciprocal relationships
ned with a market-system.

relationships among events.

ypotheses.

otheses against data.

F. It was not until the late 19th century that Africa was divided up into colonies by the European powers; the boundaries divided many of the tribal groups.

Why would it be difficult for European peoples to understand these systems? What would be their tendency in setting up political control when they took over these areas? Why would peoples living in such systems dislike more formally organized political systems?

90. Have a group of students present a panel discussion on the social and economic systems in Africa prior to colonization. Or have them develop large charts on these systems. They should then be prepared to explain the charts to the class.

Bohannan
the Afri
Bohannan
Africa.

91. Have a pupil prepare a timeline showing events in Europe and the date at which European powers decided to divide Africa up into colonies. Have the class study the timeline. Ask: What might be the reasons for the decision to partition Africa?

Bohannan
Africans

it be difficult for European peoples to under-
se systems? What would be their tendency in
p political control when they took over these
hy would peoples living in such systems dis-
formally organized political systems?

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They should then be prepared to explain the
o the class.

Bohannan, *Africa and the Africans*, ch. 13-14.
Bohannan, *Markets in Africa*.

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date at which European powers decided to divide
p into colonies. Have the class study the time-
sk: What might be the reasons for the decision
tion Africa?

Bohannan, *Africa and the Africans*, pp. 116-122.

G. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

G. Obstacles to communication may be social as well as physical.

G. Changes in one aspect of culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

A. EVALUATES HAPPENINGS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

S. Sets up hypotheses.

G. The different colonizing
their colonies differentl
colonies also differed in
which white people came t
nization brought many cha
although the original peo
much of their earlier cul

ision is, in part, a product
internalized values, the per-
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making the decision.

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mify whether they are tech-
al, in social organization,
logy, or whatever else is
of the cultural system.

ES HAPPENINGS ON THE BASIS
R EFFECTS UPON INDIVIDUALS
N BEINGS.

hypotheses.

G. The different colonizing powers treated their colonies differently, and the colonies also differed in the degree to which white people came to settle. Colonization brought many changes to Africa, although the original peoples maintained much of their earlier culture.

Have a pupil investigate and report to class, or just review what pupils learned during the eleventh grade course.

Now project a map showing the division made. Compare with a map showing tribes and other groupings of Africans. Ask: How closely did the colonial borders follow tribal borders? What problems might arise later because of the way in which boundaries were drawn?

Have pupils read and discuss the selection on "Tribal Loyalties" in Stavrianos.

Stavrianos, ed.,
in World History
806.

92. Ask: How did the European idea of land ownership and boundaries differ from the African view? What problems did this cause?

Bohannan, Africa
Africans, pp. 18
179.

If necessary, have a pupil investigate this question more fully and report back to class.

93. Have the class divide into groups to study British colonies, French colonies, and Portuguese colonies. They should report to the class on how the imperial government organized and treated the colonies under its control.

Stavrianos, ed.,
in World History
800, 816-18. Ei
Filler, Human Ac
vol. 2, pp. 105-

Then have pupils compare colonial rule by the different countries. Be sure that pupils discuss the various economic, social, and political measures used. Ask: What problems might arise in each group if these countries became independent?

investigate and report to class, or just
pupils learned during the eleventh grade

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showing tribes and other groupings of Africans.
losely did the colonial borders follow tribal
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n boundaries were drawn?

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Stavrianos, ed., *Readings in World History*, pp. 804-806.

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Bohannan, *Africa and the Africans*, pp. 18-19, 174-179.

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and report back to class.

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rench colonies, and Portuguese colonies.
report to the class on how the imperial
organized and treated the colonies under
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Stavrianos, ed., *Readings in World History*, pp. 799-800, 816-18. Eisen and Filler, *Human Adventure*, vol. 2, pp. 105-109 (Congo).

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Be sure that pupils discuss the various
ocial, and political measures used. Ask:
ms might arise in each group if these
ecame independent?

A. EVALUATES HAPPENINGS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

G. Cultures may change through a process of diffusion.

G. Changes in one aspect of culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

S. Interprets tables.

S. Generalizes from data.

S. Tests hypotheses against data.

G. Obstacles to communication may be social as well as physical.

S. Sets up hypotheses.

94. Have a group of pupils assume the roles of British, French, and Portuguese leaders discussing the advantages which they had brought to Africans. Now have another group of students assume roles of Africans living in the colonies. They should discuss: How did the colonial powers help bring about the very independence movements which they disliked?	Woddis, Africa, Revolt. Stavria Readings in Worl pp. 801-04. Wal Africa, Politics endence, ch. 2, Africa and the A 21-25. Emerson Political Awaken rica, pp. 86-88. Equatorial Afric 10. Maclean, Af 40-47. Schuyler the Congo?, Pt. Tropical Africa, ch. 8.
95. Project tables comparing Liberia with some of colonial countries close to it and Ethiopia with some of colonial countries close to it. Have pupils compare progress in education, transportation, industrialization, etc. Discuss: What do these figures indicate about the pros and cons of colonization?	Use current data
96. Remind pupils that one argument of those supporting colonization was that colonial peoples could be prepared for democracy. Project tables showing revolutions and types of government in former colonial powers around the world. Ask: Do the data support the argument?	Mehden, Politics Developing Natio 19-23.
97. Look once again at a map showing white settlement in Africa. Ask: What problems might arise in those countries which had fairly large white populations? Why?	Kimble, Tropica Vol. 1, p. 94.

group of pupils assume the roles of British, French, tuguese leaders discussing the advantages which brought to Africans. another group of students assume roles of Af- iving in the colonies. They should discuss: the colonial powers help bring about the very dence movements which they disliked?	Woddis, *Africa, Roots of Revolt*. Stavrianos, ed., *Readings in World History*, pp. 801-04. Wallerstein, Africa, *Politics of Independence*, ch. 2, 3. Bohannan, *Africa and the Africans*, pp. 21-25. Emerson and Kilson, *Political Awakening of Africa*, pp. 86-88. Kittler, *Equatorial Africa*, ch. 8, 10. Maclean, *Africa*, pp. 40-47. Schuyler, *Who Killed the Congo?*, Pt. II. Kimble, *Tropical Africa*, Vol. 2, ch. 8.
tables comparing Liberia with some of colonial s close to it and Ethiopia with some of colo- untries close to it. Have pupils compare pro- education, transportation, industrialization, iscuss: What do these figures indicate about and cons of colonization?	Use current data.
pupils that one argument of those supporting colo- was that colonial peoples could be prepared for y. Project tables showing revolutions and types rnment in former colonial powers around the world. the data support the argument?	Mehden, *Politics of the Developing Nations*, pp. 19-23.
e again at a map showing white settlement in Ask: What problems might arise in those s which had fairly large white populations?	Kimble, *Tropical Africa*, Vol. 1, p. 94.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Attempts by outsiders to introduce change may fail if the outsiders fail to study the existing culture thoroughly in order to find out the basis for existing practices.

G. Those who try to introduce change will fail if they fail to arouse a feeling that change is needed.

G. Those from another culture who try to introduce change may fail because they fail to understand how the people of the country perceive certain things.

G. The role and status of the innovator is an important variable in analysis of innovation and its acceptance or rejection by the group.

G. Some values are conducive to change; some make change difficult.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

G. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion

H. World War II gave great impetus
ment for independence which com
growing nationalism, a reactio
colonial treatment, and the sp
ideas of freedom in part from
ern world. Independence was a
largely in a peaceful manner,
bloody situations evolved. No
of Africa is independent as ye

ture is always changing, s or elements may per- ng periods of time.

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are conducive to change; hange difficult.

L OF THEORIES OF SINGLE N THE SOCIAL SCIENCES.

, and particularly at- superiority by members rialist country, give lings of frustration; ed with the diffusion

H. World War II gave great impetus to a movement for independence which combined a growing nationalism, a reaction against colonial treatment, and the spread of ideas of freedom in part from the western world. Independence was achieved largely in a peaceful manner, but some bloody situations evolved. Not all of Africa is independent as yet.

98. Have several pupils present a panel discussion on "Change and Resistance to Change in African Cultures Under Colonial Rule." They should use examples such as factors in the Ibo culture which facilitated change and factors in the Pakot culture which brought about resistance to change.

Bascom and H
eds., Continu
in African C
Niehoff, ed.
Social Chang

99. Now say: You all did some general reading about the history of Africa. What factors helped spread a desire for independence in Africa?

ral pupils present a panel discussion on "Change tance to Change in African Cultures Under Colo- ." They should use examples such as factors in ulture which facilitated change and factors in culture which brought about resistance to change.	Bascom and Herskovits, eds., _Continuity and Change in African Culture_, chs. 7-8. Niehoff, ed., _Casebook of Social Change_, #7.

: You all did some general reading about the
of Africa. What factors helped spread a desire
ependence in Africa?

of nationalistic ideas, it helps give rise to feelings of nationalism.

G. Frustration may result in aggression.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

G. Frustration may result in aggression.

G. There are many causes of revolutions, although different causes may be more important in one revolution than in another.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas, it helps give rise to feelings of nationalism.

Divide the class into groups to study independence movements in British, French and Portuguese colonies. The different groups should report on the degree to which colonies of these countries have won independence, how independence was won, and the immediate effects of independence. Have each group summarize its findings for the class. Then draw comparisons between the colonies of different countries. Also ask which areas remain in colonial status?

100. Have a group of students role-play a discussion in the UN over the violence in the Congo. They should discuss causes, extent, and what should be done. Have them role-play a discussion for each of the outbreaks of violence. Then project some of the pictures. Ask: Which appeared in magazines at that time to illustrate the violence which took place?

Joy, Emerging
79-134.

Lengyel, Afric
chs. 3-6.

See Reader's G
and on Mau Mau

Spiro, Politic
ch. 8.

Schuyler, Who
Congo.

Nielsen, Afric

Carter, Indep.
ch. 7.

Reed, 111 Days
ville.

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of students role-play a discussion in the violence in the Congo. They should discuss nt, and what should be done. Have them rolession for each of the outbreaks of violence. some of the pictures. Ask: Which appeared in that time to illustrate the violence which

Joy, Emerging Africa, pp. 79-134.

Lengyel, Africa in Ferment, chs. 3-6.

See Reader's Guide on Congo and on Mau Mau of Kenya.

Spiro, Politics in Africa, ch. 8.

Schuyler, Who Killed the Congo.

Nielsen, Africa, ch. 7.

Carter, Indep. for Africa, ch. 7.

Reed, 111 Days in Stanleyville.

G. Frequently, change introduced from the outside is accepted for a time, with resulting loss of traditional values and conflicts between generations. Later, as members of the society discover that they cannot participate fully in the dominant culture, or as they develop feelings of insecurity, they react by developing nativistic movements to reject the foreign culture and restore old cultural values.

G. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas, it helps give rise to feelings of nationalism.

A. IS CURIOUS ABOUT SOCIAL DATA.

A. EVALUATES SOURCES OF INFORMATION.

A. FEELS A SENSE OF RESPONSIBILITY FOR

IV. Africa south of the Sahara is divi
dependent countries controlled by
independent countries controlled b
norities, and countries which rema
colonial rule. Each type of countr
problems which are unique and some
common throughout Africa.

A. The newly independent countries
by the Africans face the serious
problem of creating a nation ou
diverse elements in the populat
as problems of an economic and

hange introduced from
s accepted for a time,
g loss of traditional
nflicts between genera-
as members of the so-
r that they cannot parti-
in the dominant culture,
velop feelings of inse-
react by developing
vements to reject the
re and restore old cul-

and particularly atti-
riority by members of
st country, give rise
f frustration; when
the diffusion of
ideas, it helps give
ngs of nationalism.

OUT SOCIAL DATA.

RCES OF INFORMATION.

OF RESPONSIBILITY FOR

IV. Africa south of the Sahara is divided into independent countries controlled by Africans, independent countries controlled by white minorities, and countries which remain under colonial rule. Each type of country faces some problems which are unique and some which are common throughout Africa.

A. The newly independent countries controlled by the Africans face the serious political problem of creating a nation out of the diverse elements in the population as well as problems of an economic and social nature.

101. Have a group of students present an illustrated symposium on the struggle for independence in Kenya. They should include a discussion of the Mau-Mau troubles.

Discuss: Why was there more trouble in Kenya than in some other countries over independence and racial problems? To what degree do you think the causes of independence in Kenya and the Congo were similar? To what degree were they different?

Kariuki, 'Mau Ma

Spiro, Politics
pp. 99-105.

Carter, Indep.
ch. 2.

Maclean, Africa
Issue, pp. 53-8

Emerson and Kil
Awakening of Af
88.

102. Show the film Tropical Africa. It should serve as an introduction to some of the problems facing Africa at the present time. Ask pupils to try to decide during the next few days whether or not the film has presented an accurate and adequate picture of the problems facing Africa.

Film: Tropical
IFF, 1961, 29 m

103. Divide the class up into committees to keep track of

f students present an illustrated sym-
struggle for independence in Kenya. They
a discussion of the Mau-Mau troubles.

was there more trouble in Kenya than in
ntries over independence and racial pro-
degree do you think the causes of inde-
enya and the Congo were similar? To what
hey different?

Kariuki, 'Mau Mau' Detainee.

Spiro, Politics in Africa, pp. 99-105.

Carter, Indep. for Africa, ch. 2.

Maclean, Africa, the Racial Issue, pp. 53-88.

Emerson and Kilson, Political Awakening of Africa, pp. 86-88.

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to some of the problems facing Africa at
ime. Ask pupils to try to decide during
days whether or not the film has presented
nd adequate picture of the problems facing

Film: Tropical Africa, IFF, 1961, 29 min.

lass up into committees to keep track of

KEEPING INFORMED ABOUT CURRENT PROBLEMS.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Reads for main ideas.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

G. The political system needs to enjoy legitimacy if it is to survive.

G. Struggle may bring together otherwise unrelated persons and groups. If conflict abates, coalitions tend to fall apart.

G. Political scientists have long assumed that there are social conditions which a society must meet before it can 'make a go' of democracy; they hardly agree on what they are, but most suggest common values, a

1. The new countries need to bu
of loyalty to the state and
if the governments are to su

   a. The unity achieved betwee
   elements during the strug
   dependence has tended to
   now that independence has

   b. Tribal loyalties create m
   for the new governments,
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1. The new countries need to build a feeling of loyalty to the state and of legitimacy if the governments are to survive.

   a. The unity achieved between diverse elements during the struggle for independence has tended to break down now that independence has been achieved.

   b. Tribal loyalties create many difficulties for the new governments, although they may also contribute in some ways to the stability of the governments during the early period.

current news about social, economic, political, and international problems in Africa south of the Sahara. Each committee should collect clippings and make a bibliography of current articles in magazines if they cannot bring the magazines to class. These committees should serve as resource persons during the remainder of this unit.

104. If some current problem has arisen in one of the African-dominated countries, let pupils study this current issue as an introduction to this part of the unit.

105. Give pupils a chance to read in class in preparation for their projects in this part of the unit.

106. Have a pupil prepare a "Who's Who in Africa Today." He might prepare a booklet which could be displayed, or he might prepare a bulletin board display. If he makes a bulletin board display, he could make just one display, or he could have a changing display, featuring a different leader each day.

107. Ask: What political problems do you think the new countries would face once they had achieved independence? Let pupils make a list to check as they study this part of the unit. (Draw upon what they learned about problems facing the new American government after independence.) Also ask: Would countries which wanted to develop democratic systems face any problems which others would not face? Why or why not?

Have a pupil prepare a bulletin board display highlighting problems facing the newly-independent African countries.

communication system, a stable society, and a minimum economic well-being.

G. Obstacles to communication can be social as well as physical; social barriers include language differences, cultural differences, class and caste differences, and ideological differences.

G. A given culture is an integrated whole, based on fundamental postulates or values.

c. The many languages creat
communication which is n
the people into one nati

system, a stable so-
inimum economic well-

ommunication can be
as physical; social
de language differences,
erences, class and
ces, and ideological

e is an integrated
n fundamental
values.

c. The many languages create problems in communication which is needed to weld the people into one nationality.

108. Have several pupils role play a discussion between the leaders of a new African country about: (a) the political problems which they face in developing a feeling of national loyalty, and (b) ways in which they might attempt to meet these problems.

Nielson, Africa,

Stavrianos, ed. R
World Hist.

Wallerstein, Afri
101 and chapter 7

Burke, Africa's O
Order, chapter 3.

Rosberg, Africa a
Today, chapter 7.

Goldschmidt, The
Africa, pp. 46-61

Apter, Ghana in T
pp. 5-7.

109. Project maps showing cultural and regional obstacles to integration. Have different pupils describe these obstacles in the different states, as each map is projected.

Tell pupils that some authors refer to the new states of Africa and some to the new nations of Africa. Ask: Which do you think is the better term? Why?

Rosberg, Am. & the
day, pp. 33, 35.

Goldschmidt, The
Africa, p. 48.

110. Have a group of good readers present a symposium on the different peoples of Nigeria: the Ibo, the Hausa, the

Gibbs, ed., Peop
Chs. 1, 4, 10, 1

pils role play a discussion between the
w African country about: (a) the poli-
which they face in developing a feeling
alty, and (b) ways in which they might
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Nielson, *Africa*, Chapter 3.

Stavrianos, ed. *Readings in World Hist.*

Wallerstein, *Africa*, pp. 86-101 and chapter 7.

Burke, *Africa's Quest for Order*, chapter 3.

Rosberg, *Africa and World Today*, chapter 7.

Goldschmidt, *The U.S. and Africa*, pp. 46-61.

Apter, *Ghana in Transition*, pp. 5-7.

Rosberg, *Am. & the World Today*, pp. 33, 35.

Goldschmidt, *The U.S. and Africa*, p. 48.

Gibbs, ed., *Peoples of Africa*, Chs. 1, 4, 10, 14-15.

S. Generalizes from data.

G. Obstacles to communication can be social as well as physical; social barriers include language differences, cultural differences, class and caste differences, and ideological differences.

G. Changes in one aspect of a culture will have effects upon other aspects.

G. The leadership of any group must try to maintain group cohesion and also organize its strategies and provide intellectual leadership.

G. Every political decision-maker is dependent on advice, knowledge, information, and political intelligence.

G. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

G. Rational choice making (the seeking of goals, the assessment of alternatives) is a socially-acquired skill.

G. A law or policy must be effectuated

2. The lack of education and t
   has made for difficulties.

   a. The lack of many educate
      ienced leaders creates p
      government, because of t
      educated leaders who wil
      and educated leaders to
      policies.

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ssessment of alter-
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2. The lack of education and trained leaders has made for difficulties.

    a. The lack of many educated and experienced leaders creates problems for government, because of the need for educated leaders who will make policy and educated leaders to carry out policies.

Fulani, the Tiv, and the Yoruba. They should describe key aspects of each culture (including the fundamental values) and then discuss similarities and differences. Or they might focus upon a series of topics, each discussing his group in relation to this topic before the discussion moves on to another point. Afterwards, discuss: How easy would it be for Nigeria to build a nation out of these diverse elements?

111. Have a pupil prepare a bulletin board display illustrating the effects of the urbanization movement upon African life.

Burke, *Afric*
Order, Ch. 4

112. Project a table on educational level of members of the legislatures in a number of newly independent countries in Africa. Have pupils figure out the median level for each of countries given. Compare with a table for the U.S. Congress. Ask: What differences are there? Now discuss: What problems would be likely to arise because of this educational background of the legislators?

Hunter, *The*
Tropical Afr
(table 12).
Project pape

113. Put figures on the chalkboard to show further the lack

Hunter, *New*

e Tiv, and the Yoruba. They should describe
s of each culture (including the fundamental
d then discuss similarities and differences.
ght focus upon a series of topics, each dis-
s group in relation to this topic before the
moves on to another point. Afterwards, dis-
easy would it be for Nigeria to build a na-
f these diverse elements?

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fe.

Burke, Africa's Quest for Order, Ch. 4.

table on educational level of members of the
es in a number of newly independent countries
. Have pupils figure out the median level for
untries given. Compare with a table for the
ress. Ask: What differences are there? Now
What problems would be likely to arise be-
this educational background of the legislators?

Hunter, The New Societies of Tropical Africa, p. 284 (table 12). For U.S., see Project paper on Senators.

es on the chalkboard to show further the lack

Hunter, New Societies of

and applied; in that process the whole decision-making process goes on again.

G. Economic output is affected by the quality of labor or labor skills as well as the quantity of labor.

G. Freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, etc.

G. Freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, etc.

S. Generalizes from data.

S. Sets up hypotheses.

S. Tests hypotheses against data.

b. The low literacy rates
economic and political

3. The new countries generall
various forms of democrati
although many have moved t
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political structure.

a. Elections are not alwa

b. Many of the countries w
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b. The low literacy rates create both economic and political difficulties.

3. The new countries generally tried out various forms of democratic governments, although many have moved toward restrictions on opposition groups and have changed the political structure.

   a. Elections are not always really secret.

   b. Many of the countries which began with parliamentary forms of government have moved to governments with strong executives not dependent upon parliamentary support. Parliamentary governments face difficulties when there are many divisive

of experienced governmental leaders in some of the newly independent countries of Africa at the time of independence. Discuss: What problems would arise because of the lack of more trained leaders for administrative posts in the government?	Tropical Afri p. 248 (tabl
114. On the chalkboard, write figures for literacy rates within some of the newly independent countries. Use both rates at the time of independence and today. Or show the class maps of primary school and secondary school attendance. Discuss: Why would these countries face difficulties because of these low literacy rates?	For maps, se Societies of pp. 240-241.
115. Have a pupil report on the problems of conducting an election for the first time within one of the British colonies. Then discuss: Why were the problems more serious than those in conducting an election in this country?	Gould, Afri Change, pp.
116. Quote Bretton on the lack of secrecy of ballots. Discuss: How does this situation compare with early voting in the U.S.?	Bretton, Po in Nigeria,
117. Ask: What kind of governmental structure do you think the newly independent countries in Africa would set up? Why? Now tell pupils whether or not they are accurate. Discuss: From what you know about parliamentary systems, what problems would be likely to arise in countries with this system and with all of the factors making for lack	Drake, "Demo in Africa,"

ed governmental leaders in some of the newly countries of Africa at the time of inde- scuss: What problems would arise because of more trained leaders for administrative posts nment?	Tropical Africa, opposite p. 248 (table 12).
board, write figures for literacy rates of the newly independent countries. Use t the time of independence and today. Or ss maps of primary school and secondary dance. Discuss: Why would these countries lties because of these low literacy rates?	For maps, see Hunter, New Societies of Tropical Africa, pp. 240-241.
l report on the problems of conducting an r the first time within one of the British Then discuss: Why were the problems more n those in conducting an election in this	Gould, Africa, Continent of Change, pp. 55-63.
on on the lack of secrecy of ballots. Dis- does this situation compare with early voting ?	Bretton, Power and Stability in Nigeria, pp. 172-74.
nd of governmental structure do you think ndependent countries in Africa would set up? l pupils whether or not they are accurate. om what you know about parliamentary systems, ns would be likely to arise in countries with and with all of the factors making for lack	Drake, "Democracy on Trial in Africa," p. 119.

G. Political parties differ by structure and by function.

S. Sets up hypotheses.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

G. One-party systems tend to develop a competitiveness within the dominant party, but this factional competitiveness lacks the stability and predictability of inter-party competition.

G. The relative centralization or decentralization of power within political parties reflects in great

elements within the popu

c. Most of the countries ha
one-party systems, altho
these are mass parties w
able discussion permitte
parties. Africans argue
parties fit in with Afri
of reaching concensus, t
parties do not understan
opposition within a demo
and that one-party cc r
to build unity and me t
economic problems.

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eflects in great

elements within the population.

c. Most of the countries have developed one-party systems, although generally these are mass parties with considerable discussion permitted within the parties. Africans argue that such parties fit in with African traditions of reaching concensus, that opposition parties do not understand the role of opposition within a democratic system and that one-party control is necessary to build unity and meet the serious economic problems.

of unity which African countries faced? Why?

Now put on the blackboard a list of the number of countries which shifted the form of government from parliamentary systems to strong executive, presidential systems or which modified the parliamentary system to put power in the hands of a strong executive.

118. Have a pupil make a map showing independent countries in Africa. He should indicate which of them have one-party states.

Ask: What do you think are the possibilities for democracy within countries which have just one political party? Then quote Wallerstein to the effect that "The choice [in Africa] has not been between one-party and multi-party states; it has been between one-party states and either anarchy or military regimes or various combinations of the two." Ask: Why might Wallerstein make such a statement? Does there have to be more than one party for democratic government? (Have pupils set up hypotheses.)

See Wallerste
Politics of I
96.

119. Have several pupils assume the roles of leaders of political parties in the U.S. and in Africa. They should discuss the possibilities of democracy within one-party states. The African leaders should point out the differences between one-party states in communist countries and in most of the African states. Now ask pupils to compare party functions with those in the U.S.

Ask: What have you learned in the past about the relationships between the number of political parties and the number of conflicts in a society? Does the situation in Africa support this generalization? Why or why not? How will you have to limit the generalization to

Mehden, *Poli*
Developing Na

Goldschmidt,
Africa, pp.

Emerson and
Awakening of
33.

Stavrianos,
World Histor

ch African countries faced? Why?

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or democratic government? (Have pupils set
es.)

See Wallerstein, Africa, The Politics of Independence, p. 96.

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Mehden, Politics of the Developing Nations, ch. 4.

Goldschmidt, The U.S. and Africa, pp. 63-66.

Emerson and Kilson, Political Awakening of Africa, pp. 122-33.

ave you learned in the past about the rela-
etween the number of political parties and
of conflicts in a society? Does the situa-
ica support this generalization? Why or why
ll you have to limit the generalization to

Stavrianos, ed., Readings in World History, pp. 812-15.

part the centralization or decentralization of authority within the political system as a whole.

S. Applies previously-learned concepts and generalizations to new data.

S. Generalizes from data.

G.

S. Identifies value-conflicts.

G. The community demands order and stability--goals which may be incompatible with the demands of individuals.

G. Freedom's relationship to democracy is a close and obvious one; the organizations of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

d. Many of the countries have a
many restraints upon free pu
cussion and have arrested op
leaders. They have argued th
steps are needed during the
the countries are trying to
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d. Many of the countries have also set up many restraints upon free public discussion and have arrested opposition leaders. They have argued that such steps are needed during the years when the countries are trying to weld diverse elements into a unified nation. Such steps resemble actions taken by the former colonial powers.

OF THOUGHT AND EXPRESSION.

make it more accurate? (Discuss the problem of culture-bound generalizations and reasons for cross-cultural studies among social scientists.) Ask: What have you learned in the past about the relationship between party organization and the structure of governments? Does the situation in Africa support this generalization? Why or why not?

Nielsen, *Afri*

Theobald, ed. *tions of West* 120-26.

120. Discuss: Did the U.S. government begin its operations with a two-party system? (Review from study of American history.) What led to the growth of the two-party system in this country? In the early period of our government did we always have two strong parties even after parties developed? Why? Were there any attempts within the U.S. to restrict opposition during the early years of our government? What arguments were given?

Read aloud Nielsen's analysis of some of the fumbling toward national unity and stability and a two-party system in the U.S. Discuss in terms of implications for African states.

Nielsen, *Afr* 56.

121. Have a pupil give a report on government suppression of opposition in some of the newly independent countries. Ask: How do the leaders justify such suppression? How do these acts compare with the way colonial powers treated nationalist leaders in these same areas?

Nielsen, *Afr*

Drake, "Dem. Africa," p.

Skurnik, "Ne West Africa,

Carter, *Ind Africa*, ch.

accurate? (Discuss the problem of culture- lizations and reasons for cross-cultural g social scientists.) Ask: What have you he past about the relationship between party and the structure of governments? Does the Africa support this generalization? Why or	Nielsen, Africa, ch. 6. Theobald, ed., The New Nations of West Africa, pp. 120-26.
the U.S. government begin its operations arty system? (Review from study of American at led to the growth of the two-party system try? In the early period of our government s have two strong parties even after parties Why? Were there any attempts within the U.S. opposition during the early years of our What arguments were given?	
Nielsen's analysis of some of the fumbling onal unity and stability and a two-party he U.S. Discuss in terms of implications for tes.	Nielsen, Africa, pp. 154-56.
l give a report on government suppression of in some of the newly independent countries. the leaders justify such suppression? How ts compare with the way colonial powers ionalist leaders in these same areas?	Nielsen, Africa, pp. 64-65. Drake, "Dem. on Trial in Africa," p. 119. Skurnik, "New Motifs in West Africa." Carter, Independence for Africa, ch. 12.

G. There are many causes of revolutions, although different causes may be more important in one revolution than in another.

G. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency, diversity, and competition.

G. The relative centralization or decentralization of power within political parties reflects in great part the centralization or decentralization of authority within the political system as a whole.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

e. A few of the countries
federal systems rather
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TO THE FREE EXAMIN-
AL ATTITUDES AND

e. A few of the countries have developed federal systems rather than unitary systems; these have been somewhat more likely to permit opposition parties.

122. Have a pupil give a report on the revolt in Ghana in 1966. He should discuss the causes, the way in which the revolt was conducted, how the old leaders were treated, what was found about communist influence, and the problems facing the new government. He should also report on more recent events in the country.

Editions of
etc., Afric
tions Belov
43-45.
Sterling, '
Second Char
Use Readers

123. Invite as a guest speaker a student from Ghana who is studying at a local college. Have him discuss problems facing Ghana and the political situation in Ghana.

124. Have a pupil describe briefly the federal system in Nigeria, the reasons for it, and the way in which it operated. Ask: What kind of party system does Nigeria have? To what extent has the existence of many tribal groups created instability?

Now have another pupil tell the class very briefly about another federal system in Africa and the party systems within it. Discuss: Are federal systems more or less likely to permit opposition parties? Why?

Bretton, P
bility in
Carter, In
Africa.
Use Reader
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cession of
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125. Have two good readers assume the roles of the political scientist Spiro and of another political scientist to discuss the chances for political stability in the new African states. Spiro takes a fairly optimistic view. Have the other political scientist raise possible objections to his views.

Spiro, "Po
in the New

give a report on the revolt in Ghana in ould discuss the causes, the way in which the onducted, how the old leaders were treated, nd about communist influence, and the problems ew government. He should also report on more s in the country.	Editions of *Current Events*, etc., *Africa*, *Emerging Nations Below the Sahara*, pp. 43-45. Sterling, "Ghana Gets a Second Chance." Use *Readers' Guide.*
guest speaker a student from Ghana who is a local college. Have him discuss problems and the political situation in Ghana.	
describe briefly the federal syste in reasons for it, and the way in whi t sk: What kind of party system does Nigeria hat extent has the existence of many tribal ted instability? other pupil tell the class very briefly about eral system in Africa and the party systems Discuss: Are federal systems more or less ermit opposition parties? Why?	Bretton, *Power and Stability in Nigeria*. Carter, *Independence for Africa*. Use Readers' Guide for more recent data on the secession of East Nigeria in May of 1967.
od readers assume the roles of the political piro and of another political scientist to chances for political stability in the new tes. Spiro takes a fairly optimistic view. her political scientist raise possible ob- his views.	Spiro, "Political Stability in the New African States."

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

S. Generalizes from data.

G. Living levels in the U.S. are very high compared to those in most countries.

G. People's ideas about what constitutes an adequate level of living on one hand or poverty on the other, changes as average living levels change and as people see what is possible.

G. Culture traits may change as a result of diffusion.

G. The fundamental difference between economic systems is in how and by whom basic economic decisions over allocation of resources are made.

4. The newly independent countrie
economic and social problems i
raise living levels.

a. Living levels are higher in
in India and in some other
world, but they are still l
people wish to raise them.

b. The newly independent stat
erally following the path
in their attempts to raise
however, they are mixed ec

system faces scarcity
ough productive re-
sfy all human wants.

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ng levels change and
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may change as a re-
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difference between
ns is in how and by
nomic decisions over
resources are made.

4. The newly independent countries face serious economic and social problems in trying to raise living levels.

    a. Living levels are higher in Africa than in India and in some other parts of the world, but they are still low, and the people wish to raise them.

    b. The newly independent states are generally following the path of socialism in their attempts to raise living levels; however, they are mixed economies.

126. Discuss: What do you think are the chief economic problems facing the new African countries? Review the concept of scarcity in economics. Ask: Does this concept make sense in economics when we are dealing with Africa?	
127. Project charts and tables illustrating the poverty in African states as compared with some other countries. Discuss: How do living levels in African states compare with those in some of the other countries which you have studied?	Use current da capita income,
128. Have pupils read a brief comparsion of the prospects of an African boy and an American boy. Discuss.	Nielsen, Africa
129. Discuss: What has made people of Africa, who were more or less contented with their lot in the first half of the 19th century, become upset by their poverty?	
130. Have all pupils read from different sources on the economic and social problems facing the new countries and on the ways in which these countries are trying to solve these problems.	Salkever and Fl Saharan Africa, 62. Kimble, Tropica (pamphlet), pp. Joy, Emerging A 136-143. Rosberg, Africa

do you think are the chief economic pro- ne new African countries? Review the con- cy in economics. Ask: Does this concept economics when we are dealing with Africa?	
and tables illustrating the poverty in as compared with some other countries. o living levels in African states com- e in some of the other countries which ed?	Use current data on per capita income, etc.
ad a brief comparsion of the prospects boy and an American boy. Discuss.	Nielsen, Africa, pp. 28-30.
has made people of Africa, who were more ted with their lot in the first half of ry, become upset by their poverty?	
s read from different sources on the e- cial problems facing the new countries s in which these countries are trying problems.	Salkever and Flynn, Sub-Saharan Africa, pp. 19-62. Kimble, Tropical Africa (pamphlet), pp. 16-45. Joy, Emerging Africa, pp. 136-143. Rosberg, Africa and the

G. Economic systems are usually mixed with both public and private ownership and with decisions made both by government and by consumers and businessmen.

G. In all societies people have certain economic goals. Although some goals are very much alike, different societies place differing emphases upon them. (People differ in the degree to which they desire freedom of economic choice as a goal of their economic system.)

G. At any given time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

G. Capital formation through saving is a major means of increasing an economy's total output over time, because it increases productive capacity.

G. The smaller the productive capacity in relationship to the population, the greater the hardship involved to consumers in making the savings needed to achieve a given growth rate.

c. The countries are trying
transportation and basic
and to expand agricultur
as a basis for greater e
In general, they are tryi
investments to provide f
output in the future.

tems are usually mixed
blic and private owner-
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People differ in the de-
h they desire freedom
choice as a goal of
ic system.)

time, the total econo-
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tal output over time,
ncreases productive

the productive capacity
hip to the population,
the hardship involved
in making the savings
hieve a given growth

c. The countries are trying to develop transportation and basic industries and to expand agricultural output as a basis for greater economic growth. In general, they are trying to increase investments to provide for greater output in the future.

World Today,
Africa, pp. 30
tinent in a Hu

131. Discuss: How do the economic systems of the new African states compare with those in the countries you have studied earlier? (e.g. U.S.. Western Europe, Soviet Union, China, India, and Middle Eastern countries?) How does the socialism of these African states differ from that in the communist countries?

132. Review the factors affecting output. Then discuss: What are the countries trying to do to increase economic growth and living levels? From what you have studied earlier this year, what problem do you think the new states would face in trying to bring about economic growth and higher living levels? Also discuss: Given Rostow's stages of economic growth, where would you place these countries among his stages? Why?

World Today, pp. 40-43. Nielsen, *Africa*, pp. 30-4. Griffin, *Continent in a Hurry*, pp. 64-81.

do the economic systems of the new African
e with those in the countries you have
er? (e.g. U.S.. Western Europe, Soviet Union,
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ving levels? From what you have studied
year, what problem do you think the new
face in trying to bring about economic
gher living levels? Also discuss: Given
es of economic growth, where would you
ountries among his stages? Why?

G. The transitional stage prior to takeoff sees the growth of factors which upset the traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessmen, create larger markets, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other financial institutions.

G. Output can be increased by technological progress in the development of machines and power to replace manpower.

G. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.

G. Water power may be used to cut electricity needed to run machines in factories.

G. The organizational structure of the total economy or of any large sector of it, (such as agriculture) affects efficiency of production and output.

133. Have a pupil give a report on the development of a cotton industry in Uganda after the building of a new dam.	Thomas & Patton Geog. Activity, 153.
134. Perhaps have pupils read the case study of the Kikuyu farmer. They should discuss the questions at the end of this case study.	Editors of Curr etc. Africa, pp
135. Have a pupil give a report on ways in which governments are trying to change agriculture, raise productivity in agriculture, and develop more cash crops for export to	Kimble, Tropica vol. 1.

l give a report on the development of a cot- y in Uganda after the building of a new dam.	Thomas & Patton, *Focus on Geog. Activity*, pp. 146-153.
e pupils read the case study of the Kikuyu y should discuss the questions at the end e study.	Editors of *Current Events*, etc. *Africa*, pp. 27-30.
l give a report on ways in which governments to change agriculture, raise productivity in , and develop more cash crops for export to	Kimble, *Tropical Africa*, vol. 1.

S. Generalizes from data.

G. Economic output is affected by the quality of labor or labor skills as well as by the quantity of labor.

G. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

G. Malnutrition and illness affects the quality of labor.

d. The countries are trying
bout greatly increased he
and trying to educate the
better health.

G. The quality of labor is usually increased by education and training.

e. The countries are trying
literacy rates for econo
as for political reasons

from data.

tput is affected by of labor or labor ell as by the quantity

al brought up in one then thrust into es serious problems nt to the new culture; ng culture conflict ntal conflict and

n and illness affects of labor.

d. The countries are trying to bring about greatly increased health services and trying to educate the people for better health.

of labor is usually in- education and training.

e. The countries are trying to increase literacy rates for economic as well as for political reasons.

gain the exchange needed for machinery for further investment.

136. Discuss: To what extent have the African dominated countries been able to raise living levels by their economic programs?

137. Point out that many have accused the African worker of being lazy and that studies have shown that he has a lower productivity than white workers in similar jobs. Ask pupils to speculate about possible reasons for this low productivity. Then have a pupil report on an article which attempts to explain the causes.

Gould, Africa
of Change, pp

138. Have a pupil prepare a series of charts and maps to show changes in health conditions and what African governments are doing to improve health. He should use them in an oral report to the class.

Kimble, Trop
vol. 2, ch.

Kimble and S
Africa Today

139. Have a pupil give a report on ways in which African states are trying to improve education and raise literacy rates. He should include a discussion of the role of UNESCO in this effort.

Greenough, A

Kimble, Trop
vol. 2, ch.

Kimble and S
Africa Today

Tables in Po

101

the exchange needed for machinery for further
tment.

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been able to raise living levels by their econo-
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Gould, Africa, the Continent of Change, pp. 138-153.

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Kimble, Tropical Africa, vol. 2, ch. 3.

Kimble and Steel, Tropical Africa Today, ch. 10.

a pupil give a report on ways in which African
es are trying to improve education and raise literacy
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CO in this effort.

Greenough, Africa Calls ...

Kimble, Tropical Africa, vol. 2, ch. 2.

Kimble and Steel, Tropical Africa Today, ch. 9.

Tables in Post, New States

G. When caught between cross-pressures of norms and values of different groups to which a person belongs, a person suffers emotional strain.

G. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

A. IS CURIOUS ABOUT SOCIAL DATA.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

5. The new countries are br
rapid social and economi
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many Africans who feel c
pressure of different cu
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on, in ideology, or what-
e is a part of the cultural

5. The new countries are bringing about many rapid social and economic changes, but these changes are creating problems for many Africans who feel caught between the pressure of different cultures. Family life is changing under the impact of westernization.

of W. Afric

140. Have pupils read the case study of Pierre of Gabon. Then have them discuss the questions which follow it.

Editors of
etc. Africa

141. Have pupils read the selections from Colin Turnbull in the collection of readings edited by Riddle. Discuss: If you had been an African educated in Britain and returning to a British colony in Africa, how do you think you would have reacted? Why? Why do the changes taking place within Africa create such serious problems for Africans? Why do you think Turnbull named his book "The Lonely African"?

Riddle, ed.
in Action, P

142. Have a pupil read the study of effects of slum clearance and new housing projects in Lagos upon the Africans who were moved by the project. He should report to the class the unintended effects of the slum clearance and the recommendations of the author for preventing such effects in future projects.

Gould, Afr
Change, pp.

Berghe, Af
blems of C
pp. 396-40

	of W. Africa, pp. 140-143.
read the case study of Pierre of Gabon. Then iscuss the questions which follow it.	Editors of Current Events, etc. Africa, pp. 35-38.
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G. Certain aspects of the social structure may inhibit marked social change and innovation.

G. Some values are conducive to change; some make planned change difficult.

G. Those attempting to introduce change will fail if they fail to arouse a feeling that change is needed.

G. All the institutions in a society are related; because of this interrelationship, changes in one institution are likely to affect other institutions.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

S. Generalizes from data.

143. Show the film Family of Ghana. Discuss: What factors make change difficult in this area? What factors facilitate change?	Film: Family of National Film Bd 1957. 30 minutes
144. Have several pupils pretend to be an American sociologist studying the effects of economic change upon the family system of different African tribes. They should prepare a brief paper for distribution to the class summarizing their findings and how they studied the problem. Then have the class discuss: To what extent is the family system breaking down under the impact of economic change and urbanization? (Or the pupils could, instead role play an interview between an American television reporter and an African sociologist on this subject.)	Berghe, Africa, blems of Change pp. 107-127.
145. Have a pupil give a report on changes taking place in the copper belt of what was formerly Northern Rhodesia. Then discuss: What factors are helping to bring about change? What factors are making for resistance to change? What problems arise during the course of such changes?	Powdermaker, Cop
146. A pupil might read the stories as told by young people of Africa in the book by Joy. He might then write a report in which he tries to point out: (1) things these	Joy, Young Peopl Africa.

film Family of Ghana. Discuss: What factors ge difficult in this area? What factors facil- nge?	Film: Family of Ghana. National Film Bd. of Canada 1957. 30 minutes.
ral pupils pretend to be an American sociolo- ying the effects of economic change upon the stem of different African tribes. They should brief paper for distribution to the class ng their findings and how they studied the Then have the class discuss: To what extent mily system breaking down under the impact of change and urbanization? (Or the pupils could, role play an interview between an American n reporter and an African sociologist on this	Berghe, Africa, Social Problems of Change and Conflict, pp. 107-127.
pil give a report on changes taking place in r belt of what was formerly Northern Rhodesia. uss: What factors are helping to bring about hat factors are making for resistance to change? lems arise during the course of such changes?	Powdermaker, Copper Town.
ight read the stories as told by young people in the book by Joy. He might then write a re- hich he tries to point out: (1) things these	Joy, Young People of West Africa.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

G. People try to work out rationalizations for behavior which is inconsistent with their basic values. Racism is a relatively recent development which has served as a rationalization for discrimination against other races.

G. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values.

S. Identifies assumptions and inconsistencies.

young people seem to have in common, (2) things which differ among these young people, (3) ways in which these people's lives are similar to and different from those of young people in this country, and (4) problems facing new countries in Africa as indicated by what these young people tell about their own lives.

147. Have a pupil write a Rip Van Winkle story about an African in one of the tribes in what is now an independent country. He should describe life around 1870, when he wakes up again in 1930, and when he wakes up again in the current day. The story should focus upon changes which have taken place.

148. Read aloud the statements made by white miners in Northern Rhodesia about what they dislike about the African miners. Discuss: Why do you think the Africans did some of these things? What kinds of things done by the white man might annoy the African? Quote some of the statments made by white men to Africans. Also ask: How would discrimination against Africans affect the speed of cultural change among them? Why?

Powdermaker, C
pp. 75-76, etc

149. Read aloud the statement quoted by Powdermaker of a white man who is expressing his hatred toward African workers. Have pupils identify his assumptions and inconsistencies.

Powdermaker,
p. 78.

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mong these young people, (3) ways in which
ople's lives are similar to and different from
young people in this country, and (4) problems
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Powdermaker, Copper Town,
pp. 75-76, etc.

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an who is expressing his hatred toward African
. Have pupils identify his assumptions and in-
encies.

Powdermaker, Copper Town,
p. 78.

S. Is able to empathize with others.

G. Conflict may be over economic or non-economic goals.

6. Some of the newly independe
which had many white settle
problems.

S. Generalizes from data.

S. Reads for main ideas.

B. South Africa is better off eco
the other African countries, b
adopted very restrictive racia
which may eventually lead to a
plosion.

o empathize with others.

nay be over economic or
nic goals.

es from data.

main ideas.

6. Some of the newly independent countries which had many white settlers face racial problems.

B. South Africa is better off economically than the other African countries, but it has adopted very restrictive racial policies which may eventually lead to a racial explosion.

150. Remind pupils of the Mau Mau uprisings in Kenya. Point ou that the leader of that uprising is now the leader of the new government. Ask pupils to imagine that they are white people living in Kenya. How would they now feel? Now have them imagine that they are Negroes living there. How would they feel?

Have several pupils present a panel discussion on the question: How have white settlers fared in new African countries dominated by the Africans? They should be sure to include data on Kenya.

Shepherd, *The Pol* *African Nationalis* 51-64.

Carter, *Independe* *Africa*, ch. 3.

Rowan, "The Metamo of Jomo Kenyatta."

151. Have all pupils do some reading on South Africa. They should look for ways in which this country differs from and resembles the other African countries.

Great Decisions, 38-47.

Nielsen, *African* pp. 59-64, 72-78.

Nielsen, *Africa*,

Shepherd, *Politics* *Nationalism*, pp.

Carter, *South Afr*

Carter, *Independen* *Africa*, ch. 6.

Paton, *Land and P* *South Africa*, chs 20-21. 23.

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Shepherd, The Politics of African Nationalism, pp. 51 64.

Carter, Independence for Africa, ch. 3.

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Great Decisions, 1965, pp. 38-47.

Nielsen, African Battleline, pp. 59-64, 72-78.

Nielsen, Africa, ch. 9.

Shepherd, Politics of African Nationalism, pp. 115-128.

Carter, South Africa.

Carter, Independence for Africa, ch. 6.

Paton, Land and People of South Africa, chs. 4, 17, 20-21. 23.

S. Generalizes from data.

G. In a private enterprise system, the market serves to determine largely what shall be produced, how it shall be produced, how much shall be produced, and who shall get what part of the production.

S. Generalizes from data.

G. Frustration may lead to aggression.

G. Frustration and/or self-hatred or self-doubts may lead to apathy.

G. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

S. Generalizes from data.

1. Levels of living are higher fo
as well as for the white peopl
mic system differs from that i
dominated countries.

2. By and large the Africans have
education and are more western
are the people in many of the
dominated countries.

3. As in other countries, the A
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rom data.

1. Levels of living are higher for the Africans as well as for the white people. The economic system differs from that in the African-dominated countries.

2. By and large the Africans have better education and are more westernized than are the people in many of the African-dominated countries.

3. As in other countries, the A ans face serious problems because o ural conflicts.

Griffin, Contine
pp. 35-37.

Burke, Africa's
Order, pp. 92-97

152. Project a student-made table showing per capita income for all of the population as well as for whites and Africans in South Africa. Compare with a student-made table on the other African countries.

153. Discuss: On the basis of your reading, how would you characterize the economic system in South Africa? Why? (Perhaps have students place it on a continuum between market and command economies.)

154. Place figures on literacy rates for South Africa and other countries on the chalkboard. Discuss. Then point out that there are probably more Africans who are westernized in outlook in South Africa than in most of the other African countries. Ask: If you were one of these educated and westernized Africans, how would you react if you were kept from good jobs, good housing, and rights of voting?

155. Project a map showing different African groups, Asiatic groups, and white people in South Africa. Discuss: How does the composition of population compare with that

Griffin, Continent in a Hurry, pp. 35-37.

Burke, Africa's Quest for Order, pp. 92-97.

student-made table showing per capita income
f the population as well as for whites and
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On the basis of your reading, how would you
rize the economic system in South Africa? Why?
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zed in outlook in South Africa than in most of
r African countries. Ask: If you were one of
ucated and westernized Africans, how would you
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ts of voting?

a map showing different African groups, Asiatic
and white people in South Africa. Discuss: How
composition of population compare with that

S. Generalizes from data.

A. DESIRES TO PROTECT RIGHTS OF MINORITIES.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

G. People try to work out rationalizations for behavior which is inconsistent with their basic values. Racism is a relatively recent development which has served as a rationalization for discrimination against other races.

G. Frustration and/or self-hatred or self-doubts may lead to apathy.

G. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

4. The white people in South Afri
divided in political and socia

5. The apartheid policy has led t
restrictions upon Africans.

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l brought up in one
then thrust into another
s problems of adjust-
new culture; the re-
ure conflict involves
ict and tension.

4. The white people in South Africa are divided in political and social beliefs.

5. The apartheid policy has led to greater restrictions upon Africans.

in other African countries? What problems does it raise?

156. Discuss: What differences divide the English and the Africaners in South Africa? Which group has more economic power? More political power?

157. Review what pupils saw in the film, Cry the Beloved Country. Then do one or more of the following:

    a. Place on the blackboard figures on white and non-white population in South Africa.

    b. Have a pupil prepare a bulletin board display on Racialism: Powderkeg in South Africa.

Nielsen, Afr
p. 3.

158. Perhaps have all members of the class read the brief excerpt from Tell Freedom, which appears in the Stavranos'

Stavrianos,
ings in Wor

rican countries? What problems does it raise?

/hat differences divide the English and the in South Africa? Which group has more ec-
er? More political power?

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Then do one or more of the following:

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on the blackboard figures on white and non- population in South Africa.	Nielsen, African Battleline, p. 3.

pupil prepare a bulletin board display on ism: Powderkeg in South Africa.

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d

ve all members of the class read the brief ex- Tell Freedom, which appears in the Stavranos'	Stavrianos, ed., Readings in World History,

S. Identifies assumptions.

A. DESIRES TO PROTECT RIGHTS OF MINORITIES.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

G. People try to work out rationalizations for discrimination against other races.

G. Frustration and/or self-hatred or self-doubts may lead to apathy.

G. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

collection of readings. Discuss: how would you have felt if you had been in the boy Peter's position? Now have a student tell the class more about Peter Abraham's book Tell Freedom.	pp. 824-831. Peter Abraham, Te Freedom.
159. Have pupils read excerpts from a speech by Verwoerd on apartheid. Have pupils identify his assumptions and decide whether or not they can accept them.	e.g. See Philli of Apartheid, pp.
160. Have a pupil explain apartheid to the class. He should include a discussion of what it means, the reasons for it, and the rationalizations given for it by the white men in South Africa. Then have pupils examine the assumptions behind apartheid to see if they can accept them.	Gould, Africa, C of Change, pp. 1 Berghe, Africa, Problems of Chan Conflict, pp. 50

readings. Discuss: how would you have d been in the boy Peter's position? Now tell the class more about Peter Abraham's dom.	pp. 824-831. Peter Abraham, Tell Freedom.
ad excerpts from a speech by Verwoerd on ve pupils identify his assumptions and de- r not they can accept them.	e.g. See Phillips, Tragedy of Apartheid, pp. 132-134.
xplain apartheid to the class. He should ussion of what it means, the reasons for tionalizations given for it by the white frica. Then have pupils examine the as- nd apartheid to see if they can accept	Gould, Africa, Continent of Change, pp. 16 37. Berghe, Africa, Social Problems of Change and Conflict, pp. 502-513.

S. Generalize from data.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

S. Generalizes from data.

161. Place on the board figures on African voting in the Cape under the early British grant of 1853. Then put figures on the board to show what has happened since then. Have pupils compare the two sets of figures and generalize about them.	Mbeki, S. Africa Peasant's Revolt
162. Place on the blackboard figures to show how the Transkeian legislative body was to be set up. Then read aloud a description of the 1963 elections for this body and give pupils the results of the election and the composition of the body. Discuss: To what degree do you think South Africa has really permitted the Africans to control their own affairs in the lands set aside for them under the policy of apartheid?	Mbeki, South Afr The Peasant's Re 20-22.
Or have a pupil pretend to be an investigator for the U.N. He should write up his report of how apartheid has worked in the Transkei. Ditto the report for the class members to read and discuss.	Mbeki, South Afr Peasant's Revolt
163. Have a group of students debate or present a panel on a question related to apartheid and its effects on the Africans or on the chances of its success in warding off an African revolt.	Phillips, Traged Apartheid. Gould, Africa, C of Change.
164. Put on the board figures for the life expectancy of different groups of people in South Africa. Discuss: What do these figures show about the way in which Africans have been treated in this country?	Mbeki, South Afr Peasant's Revolt

he board figures on African voting in the Cape early British grant of 1853. Then put figures rd to show what has happened since then. Have mpare the two sets of figures and generalize n.	Mbeki, *S. Africa: The Peasant's Revolt*, pp. 23ff.
he blackboard figures to show how the Trans- islative body was to be set up. Then read escription of the 1963 elections for this body upils the results of the election and the com- of the body. Discuss: To what degree do you th Africa has really permitted the Africans their own affairs in the lands set aside for r the policy of apartheid?	Mbeki, *South Africas: The Peasant's Revolt*, pp. 20-22.
pupil pretend to be an investigator for the U.N. write up his report of how apartheid has worked anskei. Ditto the report for the class members nd discuss.	Mbeki, *South Africa: The Peasant's Revolt*.
oup of students debate or present a panel on a related to apartheid and its effects on the or on the chances of its success in warding off n revolt.	Phillips, *Tragedy of Apartheid*. Gould, *Africa, Continent of Change*.
e board figures for the life expectancy of dif- oups of people in South Africa. Discuss: What figures show about the way in which Africans treated in this country?	Mbeki, *South Africa: The Peasant's Revolt*, p. 71.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

A. DESIRES TO PROTECT RIGHTS OF MINORITIES.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

G. Frustration may lead to aggression.

G. Frustration may lead to apathy.

G. Frustration may lead to aggression.

S. Generalizes from data.

S. Generalizes from data.

6. South Africa has withdrawn f
Commonwealth and has moved

TO THE FREE EXAMINATION
TTITUDES AND DATA.

PROTECT RIGHTS OF MINOR-

TO THE FREE EXAMINATION
TTITUDES AND DATA.

may lead to aggression.

may lead to apathy.

may lead to aggression.

from data.

from data.

6. South Africa has withdrawn from the British Commonwealth and has moved toward a govern-

165. Have a pupil write up imaginary interviews with an African and a white man after the Sharpesville shooting.	Reeves, Shootin ville. Phillips, Trage ch. 1.
166. Have a pupil write an imaginary dream of a white man in South Africa who dreams that the tables are reversed and that the African controls the government. Or he might dream that he is an African caught by apartheid laws.	
167. Have several pupils present a panel discussion on the question: What is happening to the educated professional and trading elite among the Africans in South Africa? The students should discuss their attitudes as well as what is happening to them. Afterwards, ask: What attitude do you think these people will take toward the government if they cannot achieve reforms by peaceful means?	Kuper, An Afric
168. Read aloud a quotation from Luthuli and from Kuper on the possibilities for peaceful change in South Africa. Have pupils read some of the statements in Friedman or Emerson such as the court orders or statements by people arrested and tried. Now discuss: How much chance do you think there is for the Africans to gain rights in South Africa by peaceful means?	Luthuli, Let My Kuper, An Afric p. 31. Friedman, I Wil Moved. Emerson and Ki ical Awakening pp. 94-98.
169. Have pupils read some of the decrees and laws passed in South Africa to restrict opposition. Discuss: What	e.g. See Phil of Apartheid,

write up imaginary interviews with an Af- white man after the Sharpesville shooting.	Reeves, Shooting at Sharpesville. Phillips, Tragedy of Apartheid, ch. 1.
l write an imaginary dream of a white man in a who dreams that the tables are reversed and rican controls the government. Or he might he is an African caught by apartheid laws.	
l pupils present a panel discussion on the What is happening to the educated profession- ing elite among the Africans in South Africa? s should discuss their attitudes as well as pening to them. Afterwards, ask: What at- ou think these people will take toward the if they cannot achieve reforms by peaceful	Kuper, An African Bourgeoise.
a quotation from Luthuli and from Kuper on lities for peaceful change in South Africa. read some of the statements in Friedman such as the court orders or statements by sted and tried. Now discuss: How much ou think there is for the Africans to gain outh Africa by peaceful means?	Luthuli, Let My People Go. Kuper, An African Bourgeoise, p. 31. Friedman, I Will Still Be Moved. Emerson and Kilson, Political Awakening of Africa, pp. 94-98.
read some of the decrees and laws passed in a to restrict opposition. Discuss: What	e.g. See Phillips, Tragedy of Apartheid, p. 80.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

S. Generalizes from data.

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

A. VALUES PROCEDURAL SAFEGUARDS OF THOSE ACCUSED OF CRIMES.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

S. Is committed to the free examination of social attitudes and data.

ment with one dominating part
opposition party is permitted
serious restrictions upon opp
criticism.

lationship to democracy
nd obvious one; the or-
of majorities, the com-
goals, and the ability
ich democracy presup-
pend on a high degree of
edom.

from data.

EDOM OF THOUGHT AND

DURAL SAFEGUARDS OF
D OF CRIMES.

lationship to democracy
nd obvious one; the organ-
ajorities, the competition
the ability to oppose
acy presupposes all depend
gree of personal freedom.

to the free examination
itudes and data.

ment with one dominating party (although an opposition party is permitted), and toward serious restrictions upon opposition and criticism.

would be the effects of these laws upon opposition? Do you think that the prime minister of South Africa is justified in attacking the countries controlled by Africans as dictatorships?	
170. Have a pupil tell the class, using a dittoed outline which he has prepared, how the government of South Africa has been modified in recent years to make it independent from the British Commonwealth and to change its structure and operations. Discuss: Why do you think South Africa withdrew from the Commonwealth?	Spiro, *Polit* pp. 55-59. Kuper, *An Af*
171. Now have a pupil report on the account by Phillips, a Canadian editor, about what has been done to stop opposition.	Phillips, *Tr* chs. 6-7, 13
172. Have several pupils role play a Meet the Press broadcast featuring the current prime minister of South Africa.	

e effects of these laws upon opposition? Do
hat the prime minister of South Africa is
n attacking the countries controlled by Af-
ictatorships?

l tell the class, using a dittoed outline
s prepared, how the government of South
been modified in recent years to make it
from the British Commonwealth and to change
re and operations. Discuss: Why do you think
a withdrew from the Commonwealth?

Spiro, Politics in Africa,
pp. 55-59.
Kuper, An African Bourgeoise.

pupil report on the account by Phillips, a
itor, about what has been done to stop op-

Phillips, Tragedy of Apartheid,
chs. 6-7, 13-18.

l pupils role play a Meet the Press broad-
ing the current prime minister of South

A. IS CURIOUS ABOUT SOCIAL DATA.

A. SCEPTICISM OF SINGLE-FACTOR CAUSATION IN THE SOCIAL SCIENCES.

G. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as its labor or wealth.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Draws inferences from tables.

S. Is able to empathize with others.

S. Draws inferences from tables.

C. The Portuguese, British, and Sou
have different reasons for tryin
tain control over their remainin
in Africa.

1. The Portugueses are trying to
colonies in order to maintain
ial empire and the economic b
the colonies. They have faced
lems in Angola and growing pr
Mozambique.

BOUT SOCIAL DATA.

OF SINGLE-FACTOR CAUSA-
SOCIAL SCIENCES.

ngage in power conflict;
ies to dominate another
take something from it,
labor or wealth.

BOUT SOCIAL DATA.

nces from tables.

empathize with others.

nces from tables.

C. The Portuguese, British, and South Africans have different reasons for trying to maintain control over their remaining colonies in Africa.

1. The Portugueses are trying to keep their colonies in order to maintain some colonial empire and the economic benefits from the colonies. They have faced serious problems in Angola and growing problems in Mozambique.

173. Quote Salazar to the effect that: "As a nation, we are the trustees of a sacred history; we consider that it is our duty, and in the interests of the west, to safeguard it, and we sacrifice ourselves by fulfilling that duty." Tell pupils to try to decide as they study further, who is making the sacrifice in the Portuguese colonies in Africa.	See Nielse
174. Place on the board figures for white and non-white populations in Angola and Mozambique. Discuss: Why might the white people wish to have Portugal maintain control? Why would the Africans object?	Nielsen, *A* p. 27.
175. Have several pupils role play a discussion between several Africans living in Angola about the conditions which they dislike and what they should do about them.	Nielsen, *A* ch. 2. Nielsen, *A* 113. Okuma, *Ang* Carter, *In* *Africa*, ch Griffin, *C* *Hurry*, pp.
176. Project table comparing wages of Europeans and Africans doing the same kinds of work in Angola. Discuss: If you were an African in Angola, how would you react to this difference?	Okuma, *Ang* p. 37.
177. Project a table showing the education of European child-	Okuma, *Ang*

azar to the effect that: "As a nation, we are ees of a sacred history; we consider that it ty, and in the interests of the west, to safe- and we sacrifice ourselves by fulfilling that ll pupils to try to decide as they study further, king the sacrifice in the Portuguese colonies .	See Nielsen, *Africa*,p. 109.
the board figures for white and non-white popu- n Angola and Mozambique. Discuss: Why might the ple wish to have Portugal maintain control? Why Africans object?	Nielsen, *African Battleline*, p. 27.
eral pupils role play a discussion between Africans living in Angola about the conditions ey dislike and what they should do about them.	Nielsen, *African Battleline*, ch. 2. Nielsen, *Africa*, pp. 108-113. Okuma, *Angola in Ferment*. Carter, *Independence for Africa*, ch. 9. Griffin, *Continent in a Hurry*, pp. 38-40.
table comparing wages of Europeans and Africans e same kinds of work in Angola. Discuss: If you African in Angola, how would you react to this ce?	Okuma, *Angola in Ferment*, p. 37.
a table showing the education of European child-	Okuma, *Angola in Ferment*, p.38.

. . Detects inconsistencies.

S. Generalizes from data.

2. South Africa has refused to eit
independence to Southwest Afric
ognize U.N. control over the ar
held as a mandate under the Lea
tions. It wishes to incorporat
into South Africa which adjoins

A. IS CURIOUS ABOUT SOCIAL DATA.

A. SCEPTICISM OF PANACEAS.

A. IS CURIOUS ABOUT SOCIAL DATA.

3. The British have hesitated to g
dependence to some of the prote
surrounded by South Africa or t

istencies.

om data.

UT SOCIAL DATA.

PANACEAS.

UT SOCIAL DATA.

2. South Africa has refused to either grant independence to Southwest Africa or to recognize U.N. control over the area which it held as a mandate under the League of Nations. It wishes to incorporate this area into South Africa which adjoins it.

3. The British have hesitated to grant independence to some of the protectorates surrounded by South Africa or to Rhodesia

ren and African children in Angola. Ask: What light does this table throw on the statements by Portuguese that they have no racial feelings of superiority and are trying to achieve a mission in their African colonies?	
178. Place on the board figures for white and non-white populations in South West Africa. Ask: How does the white figure compare with other parts of Africa? (Project table if necessary.) Discuss the implications for Africans.	Nielsen, Afric line, p. 2.
179. Have several pupils role-play a hearing before the U.N. on whether or not South West Africa is under U. N. jurisdiction and whether the U.N. should declare that S. Africa has not carried out its responsibilities properly.	Great Decision 45-46. Nielsen, Afric line, ch. 6. Nielsen, Afric 123. Shepherd, Poli rican National 139. Lowenstein, Br
180. Have three pupils present a panel discussion on the question: Should the British grant independence to the protectorates which are within or on the boundary of South	Nielsen, Afric line, ch. 5. Spiro, Politic

ican children in Angola. Ask: What light able throw on the statements by Portuguese ave no racial feelings of superiority and to achieve a mission in their African colo-	
e board figures for white and non-white pop- South West Africa. Ask: How does the white are with other parts of Africa? (Project cessary.) Discuss the implications for Af-	Nielsen, African Battleline, p. 2.
l pupils role-play a hearing before the U.N. or not South West Africa is under U. N. juris- whether the U.N. should declare that S. Af- t carried out its responsibilities properly.	Great Decisions, 1965, pp. 45-46. Nielsen, African Battleline, ch. 6. Nielsen, Africa, pp. 120-123. Shepherd, Politics of African Nationalism, pp. 128-139. Lowenstein, Brutal Mandate.
pupils present a panel discussion on the ques- ld the British grant independence to the pro- which are within or on the boundary of South	Nielsen, African Battleline, ch. 5. Spiro, Politics in Africa,

because they fear that the prot
would fall to South Africa and
whites would mistreat the Afric
Rhodesia. Rhodesia has broken
Britain and has faced an econom
as a result.

S. Generalizes from data.

4. These colonies face much the s
of economic problems as do the
in the newly independent count

because they fear that the protectorates would fall to South Africa and that the whites would mistreat the Africans in Rhodesia. Rhodesia has broken away from Britain and has faced an economic boycott as a result.

m data.

4. These colonies face much the same kind of economic problems as do the people in the newly independent countries.

Africa.	ch. 5. Halpern, Sou Hostages.
181. Have several pupils role play a Meet the Press broadcast featuring Smith of Rhodesia.	Use Readers'
182. Have a pupil write up a series of imaginary interviews with an African, a white settler in Rhodesia, Smith, Wilson, and an Englishman who has a relative living in Rhodesia about the Rhodesian attempt to break away from Britain. Then project results of a British opinion poll on what Britain should do.	Nielsen, Afr line, ch. 3. Nielsen, Afr line, pp. 53 results).
183. Invite as guest speakers, on different days, an African student and a white student from Rhodesia who are studying at a local college. Have them discuss the problems facing their country and the move for independence from Britain.	
184. Discuss: On the basis of what you have heard in class, how would you compare the economic problems facing the colonies with those facing the independent countries in Africa? Are they better off or worse off? (Check against tables on per capita income, literacy rates, death rates, etc.) How do their economic systems compare?	

	ch. 5. Halpern, South Africa's Hostages.
pupils role play a Meet the Press broadcast th of Rhodesia.	Use Readers' Guide.
write up a series of imaginary interviews an, a white settler in Rhodesia, Smith, Wil- nglishman who has a relative living in t the Rhodesian attempt to break away from n project results of a British opinion Britain should do.	Nielsen, African Battleline, ch. 3. Nielsen, African Battleline, pp. 53-54. (poll results).
st speakers, on different days, an African white student from Rhodesia who are local college. Have them discuss the ng their country and the move for indepen- itain.	
the basis of what you have heard in class, compare the economic problems facing the those facing the independent countries re they better off or worse off? (Check s on per capita income, literacy rates, tc.) How do their economic systems	

S. Compares sources of information.

G. Although culture is always changing, many parts or elements may persist for long periods of time.

G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

S. Generalizes from data.

S. Sets up hypotheses.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

S. Reads for main ideas or to answer questions.

V. There is a strong movement for cl
tions among the African countries
non-alignment in the Cold War str
however, Sub-Saharan Africa is a
center for conflict among the wor

A. There have been strong Pan-Afr
of a variety of types since in
movements began in Africa.

ces of information.

ure is always changing,
elements may persist
ods of time.

do not discard a
ely; they are more
ify it to fit into
s.

rom data.

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OF RESPONSIBILITY
NFORMED ABOUT
EMS.

ideas or to answer

V. There is a strong movement for closer relations among the African countries and for non-alignment in the Cold War struggle; however, Sub-Saharan Africa is a potential center for conflict among the world powers.

A. There have been strong Pan-African movements of a variety of types since independence movements began in Africa.

185. Show the film REPORT FROM AFRICA, pt. 1. This film deals with problems of all three types of countries in Africa. The film is now old, but it should serve as a good take-off to a comparison of the three different types of countries: independent countries controlled by Africans, independent countries controlled by whites, and colonies. Remind pupils of the date on which the film was made. Then discuss: To what extent do you think the problems presented in this film are still in existence?

Film: Report
Pt. 1. (See
McGraw Hill,

186. Now discuss: On the basis of what you have seen, read, or heard discussed, what similarities do you see among the problems facing the different kinds of countries in Africa? What differences do you see? Tell pupils the meaning of Negritude and the way in which the belief in Negritude has led to something of an idealization of the past. Discuss: How might such idealization help the new countries? What implications does this belief have for the kind of society which will develop in the future? How are ideas related to Negritude seen in the workings of the present governments?

187. Ask: From what you have read so far, what do you think might be some of the chief foreign policy decisions facing African countries? Facing the U.S. in our relations with Africa?

188. Have pupils read about Pan Africanism and African federations in books, pamphlets, and periodical articles. They should look for: (a) the purposes of the movement, (b) variations in type of federation in co-

Rosberg, Afr
World Today,
52-54, 57-58
Joy, Emergin

lm REPORT FROM AFRICA, pt. 1. This film deals
ms of all three types of countries in Africa.
now old, but it should serve as a good take-
mparison of the three different types of
independent countries controlled by Africans,
countries controlled by whites, and
Remind pupils of the date on which the film
Then discuss: To what extent do you think
s presented in this film are still in existence?

Film: Report From Africa:
Pt. 1. (See it Now)
McGraw Hill, 54 min.

: On the basis of what you have seen, read,
scussed, what similarities do you see among
s facing the different kinds of countries
What differences do you see? Tell pupils
of Negritude and the way in which the belief
e has led to something of an idealization of
Discuss: How might such idealization help
ntries? What implications does this belief
e kind of society which will develop in the
w are ideas related to Negritude seen in the
the present governments?

what you have read so far, what do you think
me of the chief foreign policy decisions
can countries? Facing the U.S. in our
ith Africa?

read about Pan Africanism and African fed-
books, pamphlets, and periodical articles.
look for: (a) the purposes of the move-
ariations in type of federation in co-

Rosberg, Africa and the World Today, pp. 37-39, 52-54, 57-58.
Joy, Emerging Africa, pp.

S. Generalizes from data.

G. Frequently, change introduced from the outside is accepted for a time, with resulting loss of traditional values and conflict between generations. Later, as members of the society discover that they cannot participate fully in the dominant culture, or as they develop feelings of insecurity, they react by developing nativistic movements to reject the foreign culture and restore old cultural values.

G. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion

1. There are a number of reaso
Pan African movement: the
"Negritude" and the feeling
countries would profit by l
and would be stronger in in
affairs if they could unite
eration of some kind.

from data.

change introduced from
is accepted for a time,
ing loss of traditional
conflict between gener-
ter, as members of the
cover that they cannot
fully in the dominant
as they develop feel-
ecurity, they react by
nativistic movements to
foreign culture and re-
ultural values.

, and particularly at-
superiority by members
rialist country, give
lings of frustration;
ed with the diffusion

1. There are a number of reasons for the Pan African movement: the feeling of "Negritude" and the feeling that African countries would profit by larger markets and would be stronger in international affairs if they could unite in a federation of some kind.

operation, and (c) the degree of success of the movement.

pp. 144-46.
Emerson and Kils
Awakening of Afr
158.
Wallerstein, _Afr_
Salkever and Fly
haran Africa, pp
Hodgson and Ston
ing Map of Afric
McKay, _Africa in_
itics, pp. 93-15
Carter, _Politics_
pp. 209-244.
Hapgood, _Africa_

189. Discuss: Why do you think there is so much feeling among Africans, particularly African leaders, about Pan Africanism?

(c) the degree of success of the move-

pp. 144-46.
Emerson and Kilson, Political Awakening of Africa, pp. 145-158.
Wallerstein, Africa, ch. 6.
Salkever and Flynn, Sub-Saharan Africa, pp. 58-60.
Hodgson and Stoneman, Changing Map of Africa, pp. 11-125.
McKay, Africa in World Politics, pp. 93-153.
Carter, Politics in Africa, pp. 209-244.
Hapgood, Africa, ch. 7.

do you think there is so much feeling
, particularly African leaders, about
?

of nationalist ideas, it helps give rise to feelings of nationalism.	
G. Nations may pool their power behind common goals in varying systems of alliances and combinations.	
G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.	
G. Mass production needs mass markets.	
G. Nations may pool their power behind common goals in varying systems of alliances and combinations. S. Generalizes from data.	2. There have been several att federation among two or mor countries; most of them hav down.
G. Mass production needs mass markets.	3. Some of these movements hav various types of cooperati economic common market situ

st ideas, it helps
feelings of national-

pool their power behind
in varying systems of
d combinations.

cy considerations are
ideology, considerations
self-interest, percep-
er relationships be-
ies, expectations about
tions will act, and do-
ems at home.

ion needs mass markets.

pool their power behind
in varying systems of
d combinations.

from data.

ion needs mass markets.

2. There have been several attempts at federation among two or more independent countries; most of them have broken down.

3. Some of these movements have called for various types of cooperation or even economic common market situations.

190. Have a pupil project a map showing the former federation of North and South Rhodesia and Nyasaland. He should tell the class the reasons for creating the federation and for its failure.

191. Have three pupils role-play interviews between an American newspaper correspondent and the leaders of Tanganyika and Zanzibar on their reasons for establishing Tanzania, the extent of real federation, and what they hope to have happen next.

192. Now have pupils list on the board other types of cooperation, including attempts at economic cooperation and federation. Ask: What happened in each case?

Rosberg,
World Tod
Irvine, "
Federatio

Cliffe, "
and Reali

upil project a map showing the former feder- North and South Rhodesia and Nyasaland. d tell the class the reasons for creating ration and for its failure.	Rosberg, Africa and the World Today, pp. 52-54. Irvine, "The Dissolving Federation."
ee pupils role-play interviews between an Am- ewspaper correspondent and the leaders of ka and Zanzibar on their reasons for es- ng Tanzania, the extent of real federation, they hope to have happen next.	Cliffe, "Tanzania: Myths and Reality."
pupils list on the board other types of co- n, including attempts at economic cooperation ration. Ask: What happened in each case?	

S. Generalizes from data.

4) The future of Pan A
clouded by the grow
beliefs in independ
fostered by the mov
unity within the co
ever, some observer
it will be easier t
federation in Afric
Europe.

G. Frequently, change introduced from the outside is accepted for a time, with resulting loss of traditional values and conflict between generations. Later, as members of the society discover that they cannot participate fully in the dominant culture, or as they develop feelings of insecurity, they react by developing nativistic movements to reject the foreign culture and restore old cultural values.

B. African countries have adopt
non-alignment; they have tri
from both sides of the cold
the same time not taking sid
war conflict.

S. Generalizes from data.

1. Former British colonies h
considerable British aid
capital and technical he
between these countries a
remain fairly good despit
colonial status.

S. Generalizes from data.

S. Identifies value-conflicts.

2. Former French colonies ha
within the French communi
received large amounts o
Some of them are associat

es from data.

y, change introduced from
de is accepted for a time,
lting loss of traditional
d conflict between genera-
ter, as members of the so-
cover that they cannot
te fully in the dominant
or as they develop feelings
rity, they react by developing
c movements to reject the
ulture and restore old
values.

es from data.

s from data.

value-conflicts.

4) The future of Pan Africanism is clouded by the growing nationalistic beliefs in independent countries, fostered by the moves to establish unity within the countries. However, some observers believe that it will be easier to develop a federation in Africa than in Western Europe.

B. African countries have adopted a policy of non-alignment; they have tried to get aid from both sides of the cold war while at the same time not taking sides in the cold war conflict.

1. Former British colonies have received considerable British aid in terms of capital and technical help. Relations between these countries and Britain remain fairly good despite the old colonial status.

2. Former French colonies have remained within the French community and have received large amounts of French aid. Some of them are associated with the

Discuss: What do you think the chances are for a united Africa? Why?

193. Have two pupils assume the roles of Nielsen and Mr. X, the African leader, and use Nielsen's chapter as the basis for a script for a class presentation.

Nielsen, Afr

194. Have a pupil prepare a table or chart showing the kinds and extent of British aid to former British colonies in Africa.

Read aloud several quotations about present relations between Britain and her former African colonies. Discuss: Why do you think the colonies get along so well with the country which formerly controlled them?

195. Have a pupil prepare a report on the French community and the kinds of aid received by former African colonies which have remained within the French community. He should also discuss the role of these countries in the

McKay, Afri
Politics, c

What do you think the chances are for a united
Why?

pupils assume the roles of Nielsen and Mr. X,
can leader, and use Nielsen's chapter as the
r a script for a class presentation.

Nielsen, Africa, ch. 5.

upil prepare a table or chart showing the kinds
ent of British aid to former British colonies
ca.

oud several quotations about present relations
Britain and her former African colonies. Dis-
hy do you think the colonies get along so well
e country which formerly controlled them?

upil prepare a report on the French community
kinds of aid received by former African colonies
ave remained within the French community. He
also discuss the role of these countries in the

McKay, Africa in World Politics, ch. 8.

S. Interprets tables.

S. Identifies value-conflicts.

G. Frequently, change introduced from the outside is accepted for a time, with resulting loss of traditional values and conflict between generations. Later, as members of the society discover that they cannot participate fully in the dominant culture, or as they develop feelings of insecurity, they react by developing nativistic movements to reject the foreign culture and restore old cultural values.

S. Generalizes from data.

S. Considers alternative courses of action.

European Common Market.

3. The African countries have
accept U.S. aid but have wo
becoming involved in the co
flict and about becoming to
upon American capital and s
subject to economic contro
think could be a form of co

4. The African countries have
clared their non-alignm nt
war.

C. Both the Soviet Union and Comm
have granted economic aid and
have tried to spread communism

European Common Market.

3. The African countries have been glad to accept U.S. aid but have worried about becoming involved in the cold war conflict and about becoming too dependent upon American capital and so becoming subject to economic controls which they think could be a form of colonialism.

4. The African countries have genrally declared their non-alignment in the cold war.

C. Both the Soviet Union and Communist China have granted economic aid and advice and have tried to spread communism in Africa.

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tables.

value-conflicts.

, change introduced from
e is accepted for a time,
ting loss of traditional
conflict between genera-
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over that they cannot
e fully in the dominant
r as they develop feelings
ity, they react by developing
vements to reject the foreign cul-
estore old cultural values.

s from data.

alternative courses of

European Common Market. Discuss: What effect is the membership in either the French community or the European Common Market likely to have on attempts to establish a United Africa or at least more economic cooperation among African countries?	
196. Have a pupil give a report on American Aid to African countries. He should project tables and charts showing the amount of American economic aid to African countries as compared with aid to other countries. He should also discuss the African reaction to such aid. Focus this discussion upon the extent to which such aid may be helpful in economic development and on the reaction to any attempts to tie aid to a stand in the cold war. Discuss: Should the U.S. grant more economic aid to African countries?	Hodgson.and Map of Afric McKay, Afric tics, chs. Montgomery,
197. Quote one or more African leaders about the policy of non-alignment. Then ask pupils to read to find out why African countries have taken such a stand. Discuss.	Emerson and Awakening of
198. Have a group of students present a panel discussion on "How Successful Have the Communists Been In Extending Their Influence in African Countries South of the Sahara?" The students should discuss the techniques used to try to extend influence, the differences which have arisen in the Soviet and Chinese attempts, and the degree to which both have been successful. Discuss: What U.S.	Nielsen, Af pp. 32-35. Shepherd, P Nationalism Brzezinski,

ommon Market. Discuss: What effect is the
in either the French community or the
ommon Market likely to have on attempts to
a United Africa or at least more economic
n among African countries?

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He should project tables and charts showing
of American economic aid to African coun-
ompared with aid to other countries. He
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discussion upon the extent to which such
helpful in economic development and on the
o any attempts to tie aid to a stand in the
Discuss: Should the U.S. grant more economic
ican countries?

Hodgson and Stoneman, Changing Map of Africa, pp. 129-131.

McKay, Africa in World Politics, chs. 19-20.

Montgomery, Aid to Africa.

or more African leaders about the policy of
ment. Then ask pupils to read to find out why
untries have taken such a stand. Discuss.

Emerson and Kilson, Political Awakening of Africa.

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ssful Have the Communists Been In Extending
uence in African Countries South of the Sahara?"
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influence, the differences which have arisen
iet and Chinese attempts, and the degree to
have been successful. Discuss: What U.S.

Nielsen, African Battleline, pp. 32-35.

Shepherd, Politics of African Nationalism, ch. 5.

Brzezinski, ed., Africa and

S. Generalizes from data.

A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE, ALTHOUGH RECOGNIZING THE IMPORTANT ROLE OF VALUES IN MAKING DECISIONS ABOUT PROBLEMS DEMANDING ACTION.

S. Reads to answer questions.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

A SCEPTICISM OF PANACEAS.

S. Identifies value-conflicts.

D. The African countries have become
the U.N. both because of their vo
and because issues related to Afr
created serious problems to be re

E. The U.S. faces many value-conflic
tries to determine its policies w
fect Sub-Sahara Africa.

1. If we demand things of the co
help us in the Cold War confl
turn for aid, the African cou
likely to refuse the aid or a
alienated by the demand. Yet
Americans feel that we should
aid to any country which is n

rom data.

TIVITY AND DESIRES TO
UES FROM AFFECTING HIS
ON OF EVIDENCE, ALTHOUGH
THE IMPORTANT ROLE OF
KING DECISIONS ABOUT
ANDING ACTION.

wer questions.

TO THE FREE EXAMINATION
TITUDES AND DATA.

F PANACEAS.

alue-conflicts.

D. The African countries have become important in the U.N. both because of their voting power and because issues related to Africa have created serious problems to be resolved.

E. The U.S. faces many value-conflicts as it tries to determine its policies which affect Sub-Sahara Africa.

1. If we demand things of the countries to help us in the Cold War conflict in return for aid, the African countries are likely to refuse the aid or at least be alienated by the demand. Yet many Americans feel that we should not give aid to any country which is not willing

policies would be most likely to combat communist influence? (Do not discuss thoroughly at this point, but raise the question for further study and discussion.)

199. Have a student prepare a dittoed sheet sumarizing the importance of Africa to the U.N. He should use it in presenting a report on this topic.

200. Have pupils read about American foreign policy as related to Africa. They should read current articles as well as books and pamphlets. Give them questions to guide their reading.

201. Have a group of students role-play a meeting of the Senate Foreign Relations Committee which is holding hearings on economic aid to African countries. They should hear testimony and ask questions of witnesses who favor and oppose tying the aid to taking sides in the Cold War. Afterwards, make sure that the class can identify the value-conflicts involved in the dispute.

the Comm. World

McKay, Africa i
tics, ch. 12-13

Great Decisions
46-47.

Gygory & Gibbs,
lems in Int'l.
pp. 244-261.

Shepherd, Polit
Nationalism, ch

Use Readers' Gu

McKay, Africa
tics, Part I.

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48-49.

Rosberg, Afric
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McKay, *Africa in World Politics*, ch. 12-13.

Great Decisions, 1966, pp. 46-47.

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Great Decisions, 1966, pp. 48-49.

Rosberg, *Africa and the World Today*, ch. 10.

to join us in the Cold War s
against communism. On the ot
if we refuse to grant aid to
which are non-aligned or whi
some trade connections with
we may force these countries
even more toward the communi
for help.

S. Identifies value-conflicts.

S. Considers alternative courses of action.

2. We could probably do as much
good by improved trade arran
signed to hold up prices for
goods and to purchase more A
than we can by direct econom
ever, such policies would an
American voters and business

3. If we refuse to cooperate in
to force South Africa to rem
strictions against Africans
South Africa and Southwest A
will alienate the rest of th
countries. If we do cooperat
a move, we will alienate a c
is strongly anti-communist.

4. If we continue to maintain g
with Portugal, we will alien
Portuguese colonial peoples;
pressure to bear upon Portug
alienate an ally in the cold
an ally which provides us wi
bases.

5. If we do not cooperate with

to join us in the Cold War struggle against communism. On the other hand, if we refuse to grant aid to countries which are non-aligned or which have some trade connections with the communists, we may force these countries into turning even more toward the communist countries for help.

alue-conflicts.

ternative courses of

2. We could probably do as much or more good by improved trade arrangements designed to hold up prices for African goods and to purchase more African goods than we can by direct economic aid; however, such policies would antagonize many American voters and businessmen.

3. If we refuse to cooperate in some move to force South Africa to remove restrictions against Africans in both South Africa and Southwest Africa, we will alienate the rest of the African countries. If we do cooperate in such a move, we will alienate a country which is strongly anti-communist.

4. If we continue to maintain good relations with Portugal, we will alienate the Portuguese colonial peoples; if we bring pressure to bear upon Portugal, we will alienate an ally in the cold war struggle--an ally which provides us with military bases.

5. If we do not cooperate with Britain in

202. Remind pupils of Nielsen's interview with the African leader. What did the African say about the importance of trade? Now have pupils read to find out if they agree with him. Discuss: Why is it so difficult to follow this advice?	Salkever and Saharan Afric Goldschmidt, and Africa, c
203. Ask pupils to assume that they are presidential advisers on foreign policy. Ask: What would you recommend that the President do in relation to South Africa and Southwest Africa? Have each pupil write a position paper for the President. Collect and identify several which take quite different views. Read excerpts to the class. Then hold a class discussion on the question. Be sure that pupils identify the value-conflicts involved.	Nielsen, Afri pp. 65-72, 77 Shepherd, Pol Nationalism, Mahlhotra, "A U.N."
204. Point out to the class several incidents in which the U.S. took the side of Portugal during U.N. debates or votes. Discuss: What effect would such positions be likely to have upon our relations with African countries? Why? Why do you think we took such a stand? What do you think we should do in the conflict between Portugal and its African colonies?	Shepherd, Pol Nationalism, Nielsen, Afri pp. 27-35.
205. Review briefly the issues related to Rhodesia's attempt	Nielsen, Afri

ils of Nielsen's interview with the African at did the African say about the importance Now have pupils read to find out if they a- him. Discuss: Why is it so difficult to fol- dvice?	Salkever and Flynn, Sub-Saharan Africa, pp. 26-30. Goldschmidt, ed., The U.S. and Africa, ch. 5.
to assume that they are presidential advi- reign policy. Ask: What would you recommend resident do in relation to South Africa and Africa? Have each pupil write a position the President. Collect and identify several quite different views. Read excerpts to the n hold a class discussion on the question. Be pupils identify the value-conflicts involved.	Nielsen, African Battleline, pp. 65-72, 77-97, 119-26. Shepherd, Politics of African Nationalism, p. 188. Mahlhotra, "Apartheid and the U.N."
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white leaders of a country wh
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against Rhodesia, we may anta
Africans. If we do try to do
alienate many British who hav
and relatives in Rhodesia.

G. The formal distinction between domestic and foreign policy is increasingly unclear.

6. Unless we improve race relati
all of our moves to aid Afric
may have little impact upon t
people.

S. Identifies value-conflicts.

S. Having identified and defined a problem and value-conflicts and having studied the causes of the problem and possible alternative courses of action, he makes his choice among alternatives in terms of which alternative seems most likely to achieve his goals.

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its moves against the Rhodesian government, we will alienate the Africans; if we do cooperate, we will alienate the white leaders of a country which has rich mineral resources. If we do not push Britain into more stringent measures against Rhodesia, we may antagonize many Africans. If we do try to do so, we may alienate many British who have friends and relatives in Rhodesia.

6. Unless we improve race relations at home, all of our moves to aid African countries may have little impact upon the African people.

to set up an independent country without Britain's consent. Ask: What were the issues involved? What measures did Britain take? What stand did the U.N. take? What stand did the U.S. take? Discuss the value-conflicts involved in making any U.S. decision about Rhodesia. (If necessary, project a table showing the important resources in Rhodesia.)

pp. 55-58.

Shepherd, Poli
Nationalism, p

Use Reader's G

206. Discuss: Suppose you are the U.S. Secretary of State or Ambassador to the U.N. and you have just been trying to persuade African diplomats of our good intentions toward their countries. What domestic factors in this country, which they would see reported frequently in papers or might even experience, might affect their reaction to your remarks? Why?

207. A pupil might prepare a bulletin board on "Value-Conflicts in U.S. Policies Toward Africa." Discuss the factors influencing foreign policy decisions in our relations with Africa, being sure to point out the need to assess the importance of different goals and judge the effects of different courses of action.

208. Perhaps have each student write a policy statement on what he thinks the U.S. should do in relationship to some current problem related to Africa. He should identify and define the problem and value-conflicts involved, should consider the causes of the problem, should indicate what he thinks are the probable consequences of different courses of action, and should then indicate why he has made his choice in terms of his particular goals.

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pp. 55-58.

Shepherd, Politics of African Nationalism, p. 179.

Use Reader's Guide.

S. Is able to empathize with others.

S. Generalizes from data.

A. VALUES HUMAN DIGNITY.

Compare some of the choices in class and discuss reasons for the different choices. (Are they due to differences in values or to differences in interpretation of evidence and predictions of consequences of different courses of action?)

209. If possible, have pupils correspond with African students in one of the schools in Africa south of the Sahara. Perhaps use the school in which a local Peace Corpsman is teaching. Or make contact with a school through a local missionary group. Be sure that you work with students on their letters to make sure that none will arouse bitterness among the recipients. Discuss with the class any phrases and comments which you suggest be deleted. Ask: How would you feel if you were an African student and received this letter? Why?

Use the letters received from the African students to help the class understand more about African life and the feelings of the Africans.

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